DOCUMENT RESUME

ED 226 231 CE 035 173

TITLE	Who Cares? A Curriculum Policy for Caring Courses at the Initial Level.
INSTITUTION	Further Education Curriculum Review and Development Unit, London (England).
REPORT NO	ISBN-0-85522-110-0
PUB DATE	Nov 82
NOTE	72p.; For related documents see ED 217 124 and ED 217 138.
PUB TYPE	Information Analyses (070) -- Viewpoints (120) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Education; Child Caregivers; *Child Care Occupations; *Course Content; *Curriculum Development; Day Care; Educational Needs; Educational Objectives; Employment Opportunities; *Health Personnel; *Home Health Aides; Occupational Home Economics; Postsecondary Education; Program Design; Program Development; Public Health; *Residential Care; Vocational Education
IDENTIFIERS	*Great Britain

ABSTRACT

This report reviews the existing provision of caring courses in Great Britain, analyzes the curriculum of such courses, identifies curriculum overlap, and suggests an alternative one-year vocational preparation course. The seven courses examined deal with maternal and child welfare, prenursing and nursery care, personal health care, family health, and community health care. Presented in the first section are data concerning the following aspects of each course: aims, content, design, entrance requirements, course origins, terminal objectives, enrollment, basis for curriculum design, assessment, moderation, and counseling and career guidance services provided. In the next section is presented an outline for a one-year course that would provide much of the same vocational training as the seven courses under review but would also give enough career education and vocational preparation to enable students to formulate specific career plans and negotiate their own instructional programs. The final section, together with the eight appendixes, is devoted to the detailed aims, objectives, assessment, and routes of progression that should comprise such a course. (MN)

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Further Education Curriculum Review and Development Unit

ED226231

Who Cares?

A curriculum policy for caring courses at the initial level

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ISBN 0 85522 110 0 November 1982

CE 035 173

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1 reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2 determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

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Dear Sir/Madam

WHO CARES ?

The attached document reviews the curriculum provision in the area of "Caring" courses, and suggests an alternative one-year vocational preparation course as a way of offering to many more young people some form of status and possible progression at 17-plus, in this area of work.

Section ONE analyses the provision and its target population and finds that with few exceptions there is a degree of overlap sufficient to produce confusion.

Section TWO suggests that many of the features of A Basis for Choice, suitably augmented by content and practical experience related to Caring, would create a viable first-year Caring course, having progression into the second year of many of the existing courses.

Section THREE and Appendices describe in detail the Aims, Objectives, Assessment and routes of progression that should comprise such a course.

The Board of Management have been greatly encouraged by the positive informal reactions so far made by the various examining and validating bodies in this area. It is hoped that in the short term these bodies will support this new course and offer progression to their second year structures. In the longer term, other adjustments will be welcome. In the meantime, the FEU has suggested* to the Government that, in line with the attached document, there should be a fourth "Caring" option to the new 17+ qualification.

There are already some 25000 young people (mainly girls) enrolled on Caring courses. Many do not have a firm commitment to a specific area, many do not pursue their studies into the second year and hence have little to show for a year's study. Others are unable to get on to the existing courses. The provision of a broad-based common vocational preparation "Caring" course could, for the less specifically committed, provide a broader range of options; for the less conventionally successful, it could provide a qualification; and for those so far unable to find a place, it could provide another opportunity. It is to be hoped that either an existing or a new validating agency will adopt the ideas put forward in this document.

Yours sincerely

Jack Mansell

JACK MANSELL
Director

* Response to 17+ A New Qualification FEU July 1982

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Foreword—Who Cares?

A large number of young people are attracted by the prospect of "working with people" and, more especially, by the attractions of assisting in the caring professions. There has been, in the last decade or so, a rapid growth in course and training provision for occupations involving a caring element and this has been especially true of courses of a basic level. The young school leaver is now faced with a number of choices if he or she decides to follow a course of training for the caring area. It is not easy for the young person to make an informed choice, notwithstanding the help given by Colleges, the Careers Service and the examining bodies. The problems of choice are now compounded by a much more competitive job market.

The report reviews existing provision of caring courses, analyses the curriculum of such courses and identifies areas of curriculum overlap. The report then goes on to identify factors which should relate to course design and puts forward recommendations for achieving a more coherent policy of curriculum and course design.

The report is not put forward as a definitive programme of change. The FEU hopes that its publication will be seen as a helpful step forward in establishing an agenda for consultation and change. The FEU would wish to assist in this consultation and hopes also that this report will be of value to all those concerned in caring courses in bringing together, perhaps for the first time, a range of common interests and concerns across a broad spectrum of course provision.

GEORGE TOLLEY
Chairman

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Preface

1 In line with its remit, given to it by the Secretary of State, the FEU has reviewed the curricular provision in the area of "caring" courses and makes certain recommendations which are discussed briefly below.

2 It has been apparent for some time that the provision in this area is often perceived by teachers, employers and the students themselves as confusing and confused. In spite of apparent similarities between courses, tentative and initial choices of course become irreversible; status after one year of study is not always well defined and consequently employment opportunities are unnecessarily restricted.

3 The data shows that over 25,000 young people are engaged in these courses at any one time and because of increasing youth unemployment, this number is growing. Any provision of this order of magnitude deserves review from time to time, whether or not concern has been expressed.

4 This consultative document is the product of a study-group set up by the FEU to consider a background paper commissioned by the Unit. The Board is appreciative of the work of the group* and in particular Mrs Christine Butterworth who wrote the background paper. It also expresses its thanks to the validating bodies who willingly made available details of their schemes to Mrs Butterworth.

5 The major recommendation in this document is that a common one-year curriculum, such as is outlined in A BASIS FOR CHOICE†, but with the caring area as its major vocational focus, should be able to serve the needs of many young people entering this area of occupational study. The validating bodies will need to discuss whether to accept this suggestion as an alternative to present provision, or as something which would run parallel to it. Discussions between the FEU and the validating bodies concerned give us every hope that an alternative structure would be acceptable, and that there could be progression to other forms of provision. Whatever the outcome a common structure such as recommended, would rationalise much of the provision that exists at the first-year level, without necessarily challenging the existing courses.

6 Such a structure will not only give some coherence to this level of provision but will also allow flexibility, for colleges and students, as well as providing some form of recognised status at 17+.‡

7 It is hoped that what follows in the document justifies this recommendation. Our experience of A BASIS FOR CHOICE indicates that once its various modes of operation are understood and appreciated, colleges and examining bodies have been eager to exploit its potential. It is our hope that the validating and examining bodies in this area will continue to respond in postive terms by suggesting to us how they will relate their courses to the structure we recommend.

JACK MANSELL
DIRECTOR

*Membership of the study group is shown in Section Four, Appendix 1

†"A Basis for Choice" FEU 1979

‡Our initial response to the governments proposals "17+, a new examination", includes the suggestion that there should be an option within the new CPVE specifically designed to cater for those wishing to enter "caring" type employment.

i. This document analyses the existing course provision by the major validating bodies in the "Caring" area. (Paragraphs 1–6).

ii. It examines briefly the reasons why many school-leavers, mainly girls, opt to study in this area, and the way in which existing courses appear to relate to the needs of these young people. (Paragraphs 7–13).

iii. It identifies areas of content common to these courses, modes of assessment, provision of practical experience, careers counselling, employment prospects and methods of selection. It suggests that with few exceptions there is a degree of overlap sufficient to produce confusion, and there is a case for regarding the first year of Caring courses as one of vocational preparation. (Paragraphs 13–28).

iv. It discusses the possible structures and suggests that the creation of an alternative one-year (17+) route with characteristics similar to *A Basis for Choice*, is a way forward. This "leaves validating bodies space to continue their existing provision, while offering an option which may bring them closer together". (Paragraphs 29–32).

v. The principles of vocational preparation are reviewed, in relation to *A Basis for Choice*, and to the types and levels of skills that may be required in a common first-year Caring course. (Paragraphs 33–39).

vi. Those basic skills in Caring, not already covered by the ABC common-core, are identified; additional Aims are derived and the need for some form of student profile is stressed. (Paragraphs 40–46).

vii. Key issues necessary to the design of a new one-year Caring course such as: Content, Assessment, Organisation, Practical Work and Accredition—are discussed and various suggestions are made. (Paragraphs 47–71).

viii. Appendices 3 and 4 list those Aims and Objectives additional to the ABC common-core, which should be used as a design base for a new first-year curriculum in this area. Appendix 5 gives a basis for designing an associated student profile.

ix. Appendices 6–8 list the main areas of employment associated with "Caring"; map the further educational routes available, review and summarise existing courses; and describe 4 case studies illustrating the range of practices that exist and the way in which Caring course provision can vary from place to place.

Section One: The Analysis

1 This section attempts to describe the course provision under consideration, its clientele and in general its curricular provision. It identifies and appraises important characteristics and concludes with a recommendation for a common first year framework, along the lines of A BASIS FOR CHOICE. Section TWO develops that recommendation. Section THREE summarises the major characteristics of each course reviewed and in its Appendices, further details are provided. Section FOUR describes four case-studies of the way in which different types of colleges interpret the present provision. It is hoped that the data provided in Sections THREE and FOUR illustrate the validity of the discussion and recommendations in Section TWO.

2 Table 1 shows the courses reviewed in this document and their student numbers over the period 1977/78–1980/81. The total number of students in 1980/81 exceeded 25,000 and there is reason to believe that many other young people are studying in this area via other pre-vocational/vocational preparation courses, in addition to those described in this document. The dominant course numerically is the NNEB and the courses range from 1 to 2 year's duration. It is estimated that male students form no more than 1% of the total.

3 Each of the seven major courses are reviewed in terms such as Aims, Content, Design, Assessment, Moderation, Selection and Student Destination. Tables 2 and 3 summarise this data and Section THREE with its Appendices, provide full details of each course.

4 The courses reviewed describe between them the vocational area we have defined in this document as CARING. This is seen to cover Maternal and Child Welfare; Pre-Nursing and Nursery Nurses; Personal, Family and community Care, and so on. It is served by a large and complex range of courses, relating tc the health, social and educational occupations on one hand and to the more intimate and informal manifestations of personal support and service on the other

TABLE 1: NUMBERS OF STUDENTS ON CARING COURSES FROM 1977/78–1980/81

COURSE	1977/78	1978/79	1979/80	1980/81
National Association for Maternal & Child Welfare				
General Part I	Figures not	*	*	226
(Taken in FE) Part II	available	232	243	402
Part III		72	82	111
National Nursery Examination Board (Total numbers in both first and second years)	10,192	9,900	10,208	10,218
Pre-Residential Care (Offered until 1979 then replaced by PCSC)	2,017	2,068	2,016	
Preliminary Certificate in Social Care (1st year only).				2,261
City & Guilds of London Institute Foundation Course in Community Care	185 (in schools) 559 (in FE)	287 (in schools) 841 (in FE)	2,070**(Total)	3,813**(Total)
Inter-Regional Pre-nursing and Caring Services Certificate in Further Education	Not offered	540	970	1,062
Union of Educational Institution CFE Course No 999	200	240	258	
National Council for Home Economics Education Home Management and Family Care Certificate	1,758	1,909	1,961	2,655

*Separate FE figures not available

**From 1979/80 figures have been collected for numbers of courses in schools and FE rather than for numbers of students. Numbers of courses for these two years were as follows: 1979/80—schools—84, schools—1980/81 schools—97

FE —52 FE —[illegible]

link —11 link —11

TABLE 2: A COMPARISON OF COURSE ORGANISATION

COURSE	NAMCW Final Cert (Gen. Parts I, II & III)	NNEB	PCSC (CCETSW)	City & Guilds Foundation Certificate in Community Care
VOCATIONAL OBJECTIVE	Basic & General Part I Cert } Vocational Preparation with Part II or Part III } Training for Child Care and work with families	Training for Child Care of children 0–7, and working with families	Vocational Preparation & introduction to some professional skills in personal social services Not professional qualification	Vocational Preparation related to caring jobs and working with people
CURRENCY	General Part I Certificate Grade A or B accepted as equivalent to one 'O' level (or CSE Grade 1) for student nurse training	Professional qualification for appropriate work with children, eg as Nursery Officer Nursery Asst Class 1	Accepted as a suitable foundation for work in the personal social services	Certificate showing Credit and Distinction Grades is accepted by GNC as equivalent to 1 'O' level for SRN training. Pass gives Exemption from Part I of RAF Educ Tests
LOCATION	Schools and FE (including School/FE link)	FE	FE	Schools and FE (including school/FE link)
APPROVAL PROCEDURE	Prescribed syllabus Course submission to Association	Course submission to Board for permission to run. Syllabus outline provided by Board. From Apr 82—detailed syllabus	Course Submission to Council Syllabus outline provided	Guide scheme syllabus "available"—permission required to run this. Submission necessary for any modified version.
ENTRANCE QUALIFICATION	Age 16+ CSE standard for General Part I. Gen Part I or CSE "equivalent" in Child Development necessary for Parts II and III (Final)	Age 16+ No specific entry qualifications.	Age 16–20. No specific formal entry qualifications	Age 15–16+ No specific qualifications (Suggests CSE grades 2–5)
ADDITIONAL QUALIFICATIONS TAKEN DURING COURSE	None formally suggested	NONE	'O' level subjects as appropriate. Others during course at colleges discretion	None formally suggested; others possibly taken at college's discretion (eg St John's First Aid/Some 'O' levels)
COURSE ORIGINS	Senior Courses set up to cater for those for whom places on NNEB courses could not be provided	NNEB set up by Ministries of Health and Education in 1945 to provide systematic course of training for nursery nurses	Developed from previous Preliminary Course in Residential Child Care	Courses developed in 1974 for young people who were "vocationally uncommitted and to whom the existing provision of academic courses were unsuited".
STUDENTS' DESTINATIONS: (1)—EMPLOYMENT	Students with Final Certificate considered suitably qualified for child care posts similar to those open to NNEB Certificate holders	Employed by Local Education Authorities and Social Services Depts for work in day nurseries, nursery and infant schools as nursery assistants employed by Health Authorities for work with children in Hospitals. Nannies in private families	Wide range of day and residential care posts in personal social services childrens homes, hospitals old people's homes, day centres, special schools.	Related or unrelated jobs, eg nursing auxiliary, care assistant, nanny, assistant houseparent, day nursery helper; work in service industries such as shops
(2)—FURTHER STUDIES/ TRAINING	Nursing, teaching, Police, Social work	No further directly related training for professional qualifications. But see Enquiry Panel report	Students with sufficient academic qualifications, after practice can go on to CSS or CQSW courses.	Frequently other courses described here eg NNEB PCSC, pre-Nursing, other FE College Courses. Student nursing training.
STUDENT NUMBERS	Over 7,000 per year. (It is believed that over twice that number use the course publications in some way without entering for the exam.	Number of courses in 1980: *146* Total student numbers enrolled: 10,218	97 courses in UK Student intake in September 1980 Total: *2,261* (1st yr)	Students registered for courses 1980/81 Total: *3,818*

Inter-Regional CFE in Pre-Nursing and Caring Services	Union of Educational Institutions CFE	Home Management & Family Care (NCHEE)	New CGLI certificate "Home Economics for Family and Community Care"
Vocational preparation as preliminary to further training (SEN) in nursing with other options	Vocational preparation as preliminary to employment or further training. Focus depends on modules selected	Vocational preparation for work or further training in Home Economics	Vocational Preparation for work where Home Economics skills are relevant or further training
Certificate at the level of three Credits in specified subjects is accepted by GNC as an acceptable substitute for one 'O' level—for SRN training	As for Inter-Regional CFE	Not professional qualification. Some hospitals accept as equivalent to 'O' level for SRN training, and relevant qualification for SEN training	Not yet established
FE and link	FE and link	FE	FE
Prescribed syllabus provided	Syllabus guidelines provided	Syllabus outline. Course submission to Council	
Age—16+ No specific entry qualifications (CSE 2–4)	Age 16+ No specific entry (CSE 2–4 range)	Age—16+ No specific entry qualifications.	Age 16+ No specific entrance qualifications
'O' levels may be taken. It is suggested that this could be used as year one of a two year course	First Aid Cert in Health and Nursing in Society Module	None formally suggested: others may possibly be taken at colleges discretion.	As for HMFC
Introduced 1977 as broad-based vocational preparation	Introduced 1974/5 as vocational preparation for non-academic 16–19	Introduced early 1970s as practical based vocational education in Home Economics field	Revision for HMFC
Employment "in institutions of care".	Employment in area related to modules studied (eg child care)	Employment as assistants "in any post requiring knowledge of home making care of the family and the aged" eg: boarding schools, home helps, homes for handicapped or aged, community services, some in hospital services	As for HMFC
SEN Training College 'O' level Course Full-time vocational education	As for Inter-Regional CFE	Possibly further courses at higher levels offered by The Council at professional levels.	Advanced Craft Courses in Home Economics and possibly Catering and Accommodation studies.
Total number of candidates for 1979/80: 927 Expected entry for 1980/81: 1,062 1981/82 approx. 1,800	1980/81: 300 1981/82: approx. 560 [n.b. numbers includes other subject options—"caring" = ¼ of total]	Sept 1980 2,655 students Registered on Years I/II of courses. Courses offered in 93 colleges	As for HMFC

TABLE 3: A COMPARISON OF COURSE STRUCTURE

COURSE	NAMCW Cert (Gen Parts I, II & III)	NNEB	PCSC (CCETSW)	City & Guilds Community Care
COURSE AIMS	To contribute to education for personal relationships family life, parenthood and citizenship. (Aims of General Courses) Additional aims for Parts II & III: "To provide a flexible Training course for students who wish to work with children or families".	To foster the personal development of the student. To equip the student with the necessary knowledge, skills and competences to become a qualified nursery nurse.	To help students make reasoned career choice. To extend and strengthen general education. To provide basic knowledge and skills relevant to work in the personal social services	To provide base for career choice. To continue young person's general education and personal development. To introduce young person to discipline of working environment. To help young person reach a level of achievement which will help them enter employment or further training
COURSE LENGTH	Gen. Part I: minimum of double period a week throughout year. Parts II & III: 50 hours (min) for theory	2 years full time (2000 hours)	2 years full time	1 or two years. (1000 hours ie 1 year full-time or equivalent)
PRACTICAL WORK (placements)	Parts II & II: 40 full days or equivalent	40% practical	25–30% practical	20% suggested as desirable.
BASIS FOR CURRICULUM DESIGN	Part I: Topic-based Part II: Topic-based. Some subject-based psychology. Part III: Topic-based.	Topic based—currently being redrafted in objectives form.	Topic based.	Objectives-based.
MAJOR CONTENT AREAS	Human Development: physical, intellectual, emotional, social. Variations in development. Childhood illness. Children's Needs. Parenthood. Caring for other people's children. Community Studies.	Child Care and Development (Theory and Practice)—development of the individual needs of young children and their families; Health and care of the child. The family community services. General Studies. Communication and Creative arts. environmental studies. Home and Society.	Human Growth and behaviour Responses to human needs The Social Services The legislative and Administrative framework General subjects—suggested range could include English, Home Economics, Science, Creative Activities, Careers etc.	Science and Environmental Studies Community Care Practice. The Individual, Family and Community. Communication Studies. Optional activities. Guidance Education.
ASSESSMENT: (1) FORM	Parts I, II and III: Course work 40% by continuous assessment. Parts I & II: oral exam: 20% written exam: 40% Part III: Written exam paper I: 30% paper II: 30% (This system to be in force from 1982)	Currently continuous assessment of practical work and course work, and terminal exam of two written papers. (Essay answers). Now redesigned to match objectives curriculum (Apr 82)	All course work is continuously assessed. Criteria and methods are identified by college and approved by Council. External public examinations where appropriate eg 'O' levels.	Course work components continuously assessed by Teachers who submit one grade for each component, representing final attainment level. Externally set and marked multiple-choice exam paper for each component. (Guidance Education and Optional Activities not assessed)
(2) MODERATION	No formal process of moderation: written papers and oral examiners' marks and comments are scrutinised at headquarters by Board of Examiners during assessment process.	Assessors' reports after visit to each assessment centre submitted to Board's panel of moderators to: —confirm marking procedures —confirm passes and failures and resolve problems —maintain standards	External assessor nominated by college, approved by Council. Certifies recommendations of Course Assessment Panel, helps establish common standard and reports to Council and college Principal.	Assessors appointed by the Institute,—to help maintain standards and give help and guidance to teachers. Assessors visit for end of course assessments; sampling may be done by post for established courses
CAREERS EDUCATION	No formal recommendations	No formal recommendations Revised syllabus includes advice on this area	Recommended as part of course: "Introduction to Work"	Required course component: "Guidance Education"
COUNSELLING AND CAREERS GUIDANCE	No formal recommendations made.	Tutorial support and liaison with placements. No formal recommendations for provision of careers guidance.	Provision of both strongly stressed: provision of adequate counselling should ensure achievement of first course aim. (See above)	Incorporated into "Guidance Education" as above.

Inter-Regional CFE in Pre-Nursing and Caring Services	UEI CCE	Home Management and Family Care (NCHEE)	New CGLI certificate, "Home Economics for Family and Community Care".
To provide a basic understanding of those areas of study which are required by those whose duties are likely to be concerned with the care of people in a practical way.	To provide broad-based vocational preparation for "non-traditional sixth-former"	—the personal development of the student —to encourage them to play a confident and reliable role —to develop an awareness of the value of family life —to provide them with knowledge and skill in the essentials of home making and family care, including the young, elderly & the handicapped.	To help young people develop the knowledge skills and attitudes required to care effectively for people of different age groups within a variety of practical situations to equip students to make an informal choice of future employment and/or further training.
1 year full-time. (1020 hours)	Min 300 hours of core subjects with addition of two approved modules of 200 hours each. May be offered on one-year basis or another arrangement agreed with the Union	2 years full-time	216C hours
No set amount: approx. 1 day a week	No set amount	20% plus 2 weeks' block	360 hours
Subject and topic-based.	Outline syllabus of module content. Modules in addition to those published may be added with prior agreement of Course Committee	Topic-based.	Objectives plus subject matter
English Human Biology Core subjects OPTIONAL SUBJECTS (3 to be chosen). Social Studies Physical Sciences Food and Nutrition Mathematics for Everyday Life Social and Medical History Caring Skills	Core Studies: Numeracy and Communications Relevant optional modules: Introduction to Child Care; Health & Nursing in Society; The Science of Health in Society	The Family within the home and Community. Warmth, Shelter and Comfort. Food Care of the Family Liberal Studies	Food and Nutrition Studies, Home and Accommodation Studies. Human Development and Welfare. Health Education. Provision for Education and Welfare. Craft Studies. Communication Studies.
End of course exams. (2 hours in each subject) Course work assessment in each subject.	In-course assessment. (For vocational modules this may include phase and link tests and exams etc)	Cumulative assessment by College provides basis for Council's final grading. Grading of course work. Written paper (2 hours) in final term externally set and marked.	Continuous assessment of course-work. Two written tests (Multiple choice and structured questions). at end of 2nd year
Visiting assessors appointed by Regional Examining Board visit colleges to ensure comparability of marking. Minimum of one visit per year, but may be more requent.	Assessors appointed by Union visit colleges to survey candidates work and review teacher's assessments etc.	Council's assessor visits in second year to see work. Assessors visit for the first two years of a new course.	Assessors appointed by the Institute to moderate course-work assessment grades. Written tests externally set and marked.
No formal programme included in syllabus	Included in core aims	No formal programme included in syllabus	Recommended course component: Guidance Education. No formal programme included in syllabus.
A requirement is made that careers advice and guidance should be given to all students.	Recommendation in introduction to regulations pamphlet	No formal recommendation is made.	As above. Continuous monitoring of placements and counselling of students.

hand. A factor common to all students in this area will be their desire to work with or for people rather than with products or paperwork.

5 All the courses have aims offering young people a continuation of their general education, an opportunity for personal development and a range of occupational skills, at least at a preparatory level.

6 The opportunity for students to continue their general education may mean diagnostic and remedial work in important areas such as communications and numeracy (as on the CGLI Foundation Course in Community Care); it may mean a specially devised general educational syllabus for the students on that particular course (as happens for NNEB students) or it may mean the opportunity to take further public examinations and increase the student's level of formal qualifications (an important part of many of these courses such as the PSCS and many pre-nursing courses.)

7 A strong case can be made for the need to recognise the usefulness of a period of more general vocational preparation in the field of caring work in particular. The argument has greater force here than in almost any other vocational area. There is a great deal of ambiguity in statements such as "I want to work with people" or "I want to work with children". For adolescents at this stage of decision making, they are in part the expression of a desire to leave school and work with adults, to be accepted as an adult by others. At the same time the more tentative form ("working with children") protects their uncertainty about adequately meeting the demands that will be made on them by other adults.

8 In addition, for many girls it coincides with expectations of what would be a "suitable" job for them, and builds on positive experience they may already have of organising and caring for other members of their own family. An attempt to broaden the base of the initial stage might do much to rectify the effects of this kind of sex-stereotyping, both encouraging girls to examine their own aspirations, and boys to consider this area of work. There is evidence that for many young people, these courses form an admirable base for making future choices. Since the overwhelming majority of students are girls, however, the present confusion, duplication, and general lack of progression paths through the courses, effectively produce barriers to the career prospects for girls, and thus the proposals being made in this document would be a positive step in the improvement of girls' opportunities.

9 Personal development appears in the form of giving opportunities for creative and aesthetic self-expression and in the development of maturity. Social and psychological maturity is regarded as an essential prerequisite to a successful career in caring and whilst it can be encouraged by both the content and structure of a course, there is nevertheless an essential process to be gone through which in its physical aspects at least cannot be accelerated. Many would maintain that because inexperience is an inevitable characteristic of young people, they are at a disadvantage compared to adults when seeking employment in some sectors of the caring area. This, rightly or wrongly, is a factor supporting a two-year course structure in this area. The study of child-care, family behaviour and relationships, group behaviour, adolescence and interpersonal relations, complemented by the introduction of concepts from relevant disciplines such as sociology, psychology and human biology, give young people the opportunity for a great deal of sharing and interpreting of their own personal experience. Some courses (eg NAMCW Basic, PCSC) stress this explicity, others must contain the opportunity for these personal insights to develop as the young person's experience of the course becomes part of the material they work with. Some key issues related to these summary charts are discussed further in section 3.

10 Many courses contain an element of residential experience in order to create and strengthen the students' sense of group identity, and the integrated nature of much course planning within the college reinforces this. Close relationships with adults are a significant factor throughout the course, both with college staff (counselling, and group and individual tutorials are recommended in virtually all of them) and with the staff and clients in the practical placements, where students gain confidence in the acquisition and practice of skills and abilities, begin to earn acceptance as

a colleague by others and learn to respond to the needs of those for whom they have responsibility. All these experiences must contribute to the personal development of the young person though they are not all equally acknowledged in the formal course outlines.

11 There are significant differences in the degree to which courses provide occupational skills, although all aim towards this to some extent. The NNEB Certificate and the NAMCW Final Certificate stress that they prepare students directly for jobs at the end of the course, underlining their training function. The other courses stress the more general vocational preparation function, either because of the greater breadth (and consequently less depth) of course content and practical experience, (for example, in the one-year Foundation Certificate in Community Care) or because they are intended to lead directly to further training (as in pre-nursing courses) or because they are merely a preliminary stage before more specific training (in PCSC, for instance, where there is no determined progression into social care training).

12 If young people are seen to be still testing themselves against what they gradually perceive to be the demands of the job, then they need continuing personal support, counselling and guidance as the process continues, as is stressed in the PCSC guidelines, for example. They need as much up to date information as possible about the range of employment and training opportunites (stressed in both PCSC and Foundation Certificate in Community Care guidelines); they benefit from the provision of different vocational specialisms within the course (as happens in the Inter Regional pre-nursing and Caring Services Certificates), and should be able to opt out of the course without a sense of having failed, making a positive decision (supported by their tutors) to enter another course or look for work.

13 The analysis shows that three of the courses reviewed give a qualification at 17+. The NAMCW system of certification at 4 levels is unique.

Content

14 With respect to the content of the courses reviewed, there is much common to all of them. The study group accepts that in many of the courses there is a lack of precision in the description of content to be covered. There is also in many courses, no prescription or guidance as to when the content should be covered. It follows that the level of complexity of what is taught may well vary over what is apparently a common area of study. This variability is encouraged by the different philosophies in the design of the content. Some of the courses use a topic-based approach, others are subject-based and others are objectives-based. All have their advantages and disadvantages and there is probably no uniquely suitable approach.

15 These variable elements tend to complicate further the array of content that is on offer, making difficult the identification of core-the nes common (or desirable) to all courses. The question nevertheless confronting the study group was whether or not there existed a sufficiently large common core of content to justify the recommendation of some rationalisation.

16 It was the opinion of the study group that there were areas of content that were common to most of the courses reviewed, eg

i. The individual

ii. The family

iii. Contemporary society

iv. The way in which the needs of i. to iii. above are met

v. The welfare state

vi. The caring profession

vii. Personal development

viii. Basic skills*

ix. Planned experience

*for the purposes of this document, we define basic skills as the cognitive, attitudinal and manipulative skills necessary for successful transition to future study, employment, and adult life. See *Basic Skills*, FEU, 1982.

These areas, and their relationship to course design, especially to the framework suggested in A BASIS FOR CHOICE are discussed more fully in later paragraphs, and in Appendices 3 and 4.

17 The schemes of assessment associated with the courses reviewed, vary from the sole use of continuous assessment to a combination of internal plus external examinations. Moderation techniques match this diversity: ranging from the scrutiny of written work at headquarters to face-to-face dialogue between college teachers and visiting assessors. The study group noted this diversity and recognised that if the case for curricular rationalisation was accepted, any resultant assessment scheme should somehow attempt to be compatible with this range.

18 Although practical experience is regarded as desirable for all courses, examining bodies vary in the extent to which they prescribe it. NNEB stipulates a 40% content whereas the CFE courses do not prescribe a set amount. The study group appreciated the reasons for this variability of provision and noted that in any new scheme, this range of need would have to be catered for.

19 Paragraphs 66–70 pay more attention to the function of practical placements, and suggest ways in which co-ordination can be achieved with course content.

20 The study group noted that careers education was not an integral part of all the courses reviewed. The question of vocational commitment is a complex issue. Its pros and cons have been discussed in A BASIS FOR CHOICE and elsewhere. Generally, where the commitment is well-informed, and realistic in terms of employment prospects, there is much to be said for the young person entering a well designed vocationally committed course as soon as is possible. Motivation is high, relevance is ensured and the commitment is validated by reasonably high rates of examination success and job placement at the end of the course.

21 With the exception of the NNEB course; in spite of the data summarised under student destinations, it is difficult to quantify the success of job placement for the courses reviewed. (The NNEB keeps a careful eye on employment data and exercises control over maximum college intakes.) The success rates in terminal assessments are in general good. Employment prospects however are patchy, and vary markedly from region to region; whilst it is difficult to isolate the Caring sector from the larger problem of youth unemployment there is evidence to indicate that the relative immaturity, lack of experience and the "unknown" status of many of the course certificates combine to make the caring-course cohort of young people difficult to place in some areas, especially in work which directly relates to the caring area.

22 There are potential employment prospects in the caring course "auxiliaries" field (eg care assistants, hospital orderlies*) and in independent employment such as mother's helps, or old people's helps. A broad-based 17+ qualification could achieve a status in its own right as an interim qualification, from which a young person could move on directly into employment, or into, say, the second year of a more specialist course, better suited to prepare young people for work in particular areas (see in Appendix 6a).

23 For the reasons already outlined (paragraph 12), and especially where there are alternative career paths to follow, any lack of careers education, with an opportunity to undertake guided vocational sampling in other areas, must be considered as a serious defect in those courses which are not specifically related to job prospects.

24 Much the same can be said about counselling and careers guidance. The summary analysis shows that this provision is equally patchy, and the discussion in paragraph 19 is just as relevant. It is FEU policy that the process of counselling should be not only associated with careers guidance but also with assessment through the introduction of profile records of student achievement**. Almost without exception the courses reviewed are deficient in this respect.

*a fuller list appears as Appendix 6

**See eg paragraphs 39–42 and Appendix 3(2) of "Vocational Preparation" FEU 1981

25 The vocational objectives of the courses reviewed, with the exception of the NNEB, are related primarily to vocational preparation for one or more sectors of the range of caring work. The NNEB remains hard to place in this respect; while it stands alongside the other courses as an initial stage, with a strong general education element, it is nevertheless a specialist occupational course, with a specialised occupational qualification and therefore stands slightly apart from the rest. The study group were aware of the developments that have taken place in the area of vocational preparation in recent years and in view of the discussion on employment prospects in paragraphs 21-23 they would prefer to see courses in this area coming nearer to the FEU model of vocational preparation. This has some relationship to the location of these courses*. The summary shows that schools as well as colleges are involved in many of the courses reviewed. This to the study group was another possible reason for the creation of a 17+ common framework of vocational preparation in the caring area, so that links between institutions might more readily be forged.

26 An analysis of entrance qualifications shows that considerable discretion is given to colleges in the selection of students. There is evidence to show that the competition for places on some of these courses is such as to encourage the selection of students well above the minimum standard. This to the study group, suggested that an alternative route, via a year's broad-based common "caring" vocational preparation course, may for some young people increase their opportunity and choice.

27 In general therefore, the study group found: that in the Caring area there are degrees of apparent overlap, sufficient to produce confusion; it is possible to identify core areas of content and thus core themes to be developed; there is scope for rationalising some of the content and enriching the assessment and counselling process; that careers guidance and vocational sampling could be wider and more extensive; and that in general much of the more recent thinking on vocational preparation could be productively utilised, although it was seen to be having an impact in some cases.

28 The experience with A BASIS FOR CHOICE suggests that it is possible to rationalise into a common framework a range of one year courses, and create an experience which is both worthwhile in its own right, and acts as a bridge into other provision. Since there seems to be broad agreement that the present variety of "caring" courses is confusing, the study group considered three options in the provision of a common structure:—

1. a completely new two-year structure, producing a generic course, which would prepare students to move around in the various areas of caring work.
2. a common first year, with a two year exit course into various specialisms.
3. a common first year, plus a more specialised 2nd year.

29 The study group felt that the curriculum arguments in favour of a common first year framework were strong. There remain various practical issues which reinforce the argument for a one year plus one year course (option 3). If students spend longer than two years in full-time further education, (option 2) they lose any entitlement they may have to grant aid, and in most cases become liable to pay substantial tuition fees. If they enter a course which turns out to be a mistake, or if they do a preliminary year which leads only to the beginning of a specialist two year course, they can incur financial penalties. It is therefore preferable to construct a preliminary pre-employment phase which takes no longer than 2 years in all, which the students can complete before their nineteenth birthday.

This arrangement might also increase compatibility with developments, elsewhere, such as the MSC Youth Training Scheme.

30 In deciding not to support an (option 2) arrangement, the study group also decided not to press for the other (and ultimately preferable) two year alternative, which was a completely restructured 2 year course,

*The YOUTHAID study of the transition from School to Working Life (volume 2 January 1981) quotes an overall average of 3.2 miles for young people travelling to work, taking an average of 21.5 minutes (less in rural areas)

common to all the existing "caring course" areas. (option 1) At the moment, there is no sign that the validating bodies consider a common two-year structure as a possibility, and without the existence of a "caring" area equivalent of TEC and BEC, it seems prudent to suggest a way forward which leaves validating bodies space to continue their existing provision, while offering an option which may bring them closer together.

31 The study group therefore concluded that the creation of an alternative one-year (17+) route, providing at the same time a coherent set of criteria against which existing courses could be checked, was worth serious consideration. (option 3) These characteristics are similar to those formulated in A BASIS FOR CHOICE, and it is this development that comprises Section TWO of the document.

32 The creation of such a one-year course would provide a worthwhile qualification at 17+, but its place within a two-year package for those proceeding into the caring professions will only be assured by the agreement of the validating bodies, and by their willingness to accept students of good standard into the second year of their courses. This is the response "in positive terms" invited in paragraph 7 of the Preface. It would clearly be in the interests of students if credit transfer values for the courses were established by the validating bodies, so that movement between courses, and through the various paths they represent, was facilitated. A description of occupational routes in caring is shown in Appendix 6a; a diagram showing the place of our proposed new 17+ course and its possible routes of progression, is shown in Appendix 6b.

Section Two: A Solution

33 What follows is an attempt to outline a structure which will satisfy the criteria of A BASIS FOR CHOICE and VOCATIONAL PREPARATION, and yet cover much of the vocational ground of the first years of the courses under review. It is a vocational preparation philosophy first, and a caring course philosophy second, because it is an "alternative" route, to be taken by those who are less committed to a particular occupation, or those who may have overriding general education needs.

34 Because of this, its claim is one of breadth rather than of depth, and it cannot claim to equate exactly to the first years of all the courses under review. Thus for accreditation into the second year of the more specialist courses, some accommodation will need to be made by the validating bodies.

35 The curricular principles contained in the FEU documents A BASIS FOR CHOICE and VOCATIONAL PREPARATION include

i. a structure comprising a common core with one or more areas of vocational studies, involving some job specific skills and experiences;

ii. the opportunity for young people to negotiate their own programme, having regard to what guidance is forthcoming, to their own background experiences and to the local situation;

iii. a mixture of experiential and performance-based assessments, resulting in a student profile, which is as much a (formative) counselling device as a (summative) certificate of attainment;

iv. a mixture of national and local curriculum design and validation.

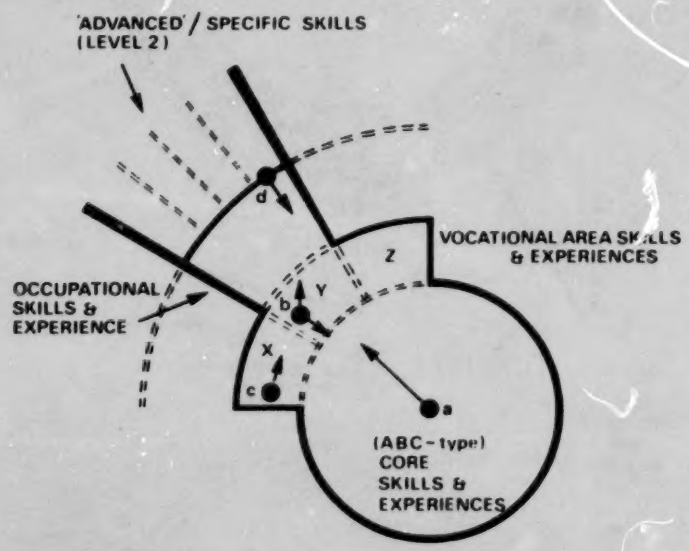
36 Many of these principles can be related to Fig 1 shown below:

The diagram in Figure 1 shows part of a structure of "Basic Skills"* comprising:

i. core-skills, (such as prescribed in A BASIS FOR CHOICE common-core);

ii. three or more sampled areas of general vocational skills, as negotiated with the young person related to their motivation and to the local situation, (such as prescribed in A BASIS FOR CHOICE vocational

Figure 1: An individual's outline of progression from basic skills to specific occupational skills.



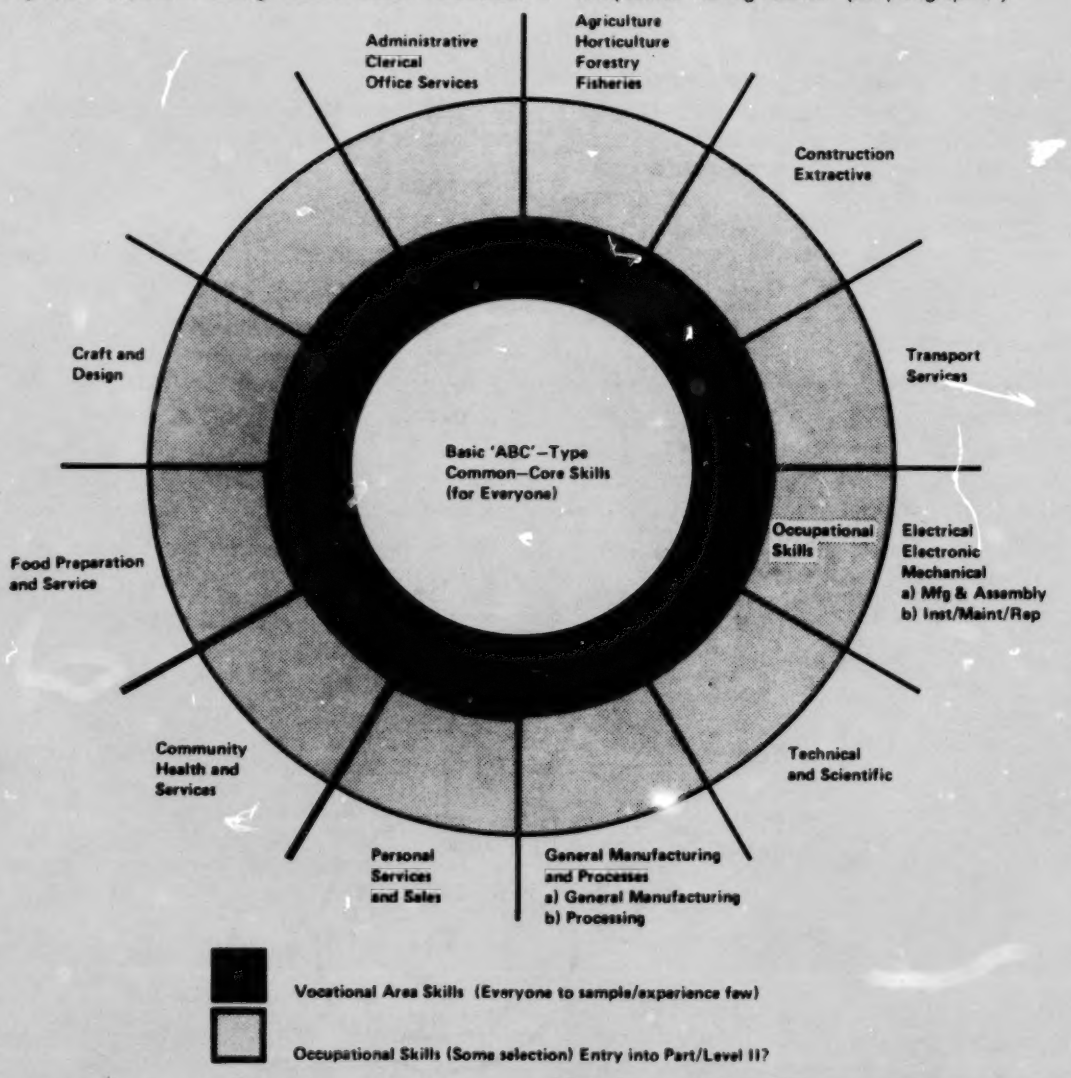
a—d Initial learning focus—possible starting points.

*Basic skills, FEU, 1982

studies, those common-core aims 1, 2 3 related to the induction/orientation phase);

iii. occupational skills, devised by the college or recommended by another body, related to the preferred vocational area of the young person, involving work and/or simulated experience (such as prescribed in VOCATIONAL PREPARATION under Experience and Relevance and in A BASIS FOR CHOICE job-specific skills).

Figure 2. The place of "caring" courses within a classification of "Occupational Training Families" (see paragraph 37)



*Institute of Manpower Studies. A Progress report of Youth Skills Project. April 1981.

21

21

37 The broad occupational areas in Fig 2 are subject to constant discussion and revision; but the bold outline shown is that profile of skills which could generally relate to the Caring area. We feel that this is compatible with the thinking of, for instance MSC and IMS* on Occupational Training Families. It will be noted that points a, b, c and d in Fig 1 are initial learning points from which young people (or adults) may well start their learning in this area.

38 The bold outline shown is the basis of the design for the suggested one-year common alternative course for the Caring area. It is hoped that this design will allow some form of accelerated entry into the second year of the more specific caring courses. The proposed structure however is primarily a vocational preparation programme having those characteristics described in paragraph 35 above. It should allow the young person to "sample" and appreciate other vocational areas (eg X and Z as shown in Fig 1) even if briefly. It should also cover the core-skills, although in Caring, as we discuss below, most if not all of these would anyway be regarded as essential.

39 Since the claim of such a programme will be largely one of the breadth rather than of depth, it is not equated exactly to the first years of the caring courses under review. Thus for it to gain some form of credit transfer value for entry into the second year of other courses the stipulation of minimum competence levels may be inevitable. Figure 2 represents one way of placing basic level courses in a scheme of progression which could include most occupations. A caring course might be composed of the basic "core", with vocational work related to three of the job families (X, Y and Z) in Figure 1. In this case, they might be Personal Services or Sales, Community Health and Services, and Food Preparation and Service. Subsequent occupational preparation would focus on one of these. It is intended that Figure 1 represents the profile of study/training followed by a particular young person, within the total scheme represented by Figure 2.

It is hoped that the existing validating/examining bodies will adopt a positive and progressive stance on this issue, emphasising entry criteria to their second year structures in terms of required key competences, rather than generalised and conventional academic results. For this reason and many others, we are recommending a student profile of individual performance and this is discussed later.

40 Given such a design-base, we now need to examine more specifically the curriculum that is required. Paragraph 16 in Section ONE outlines the content areas that the study group considered are (or should be) common to all the schemes under review. These need comparing to the core-skills outlined in A BASIS FOR CHOICE, for there is no lack of evidence to indicate that many of the skills implicit in the content areas described in paragraph 15 are automatically covered in the ABC core-skills. Appendix (2) for example shows a typical check-list exercise developed during the piloting of A BASIS FOR CHOICE and Appendix 3 shows in more general terms how the Caring content areas can be interpreted in terms of Aims and the extent to which those aims are served by the ABC common core.

41 The exercise of checking Caring courses against the ABC common core obviously leaves some "caring" content to be covered, notably in the area of specific knowledge of the caring professions and the way in which they seek to meet the needs of individuals, families, and society as a whole. This would form a significant part of the "vocational studies" and "occupational skills" areas of the course.

42 The design of A BASIS FOR CHOICE recommends a minimum duration of 730 hours for the "basic course"*, comprising nominally 60% for the common core (including induction/orientation), 20% for vocational area studies and 20% for job-specific skills. It is generally recognised that the remaining time within a normal college year can be used for a variety of purposes: remedial or advanced studies, personal development, work sampling or job-specific studies etc, and it is obviously in this "spare" time as well as in the 20% allocations above that any outstanding areas of Caring experience and skills can be covered.

43 The planned experience necessary to Caring should serve at a realistic level both the needs of the students and of the profession. These "extra" skills and experiences will be part of the curriculum to be

*See page 28 of A BASIS FOR CHOICE FEU 1979

provided by the college (or school), and their design will be based either on college criteria and/or on validating/examining body criteria, depending on the mode of operation. In many cases the resultant programmes of study will be unique both to the providing institution and to the individual student. This indeed is the essence of vocational preparation; but, as Figure 2 shows, the number of actual options open to a particular student are is limited. It is possible therefore to outline possible total curricula for some of those routes (and this we do in Appendix 4). It is here however that we would also welcome the co-operation of the validating bodies in refining these outlines as they relate to their criteria.

44 It is hoped that the arguments regarding the use of student-profiles put forward in A BASIS FOR CHOICE and more recently in VOCATIONAL PREPARATION* are acceptable to readers of this document, since the same features of assessment are required. In our view, the assessment process should have the following features:—

i. while possessing an optimum blend of validity and reliability, any assessment scheme should serve the curriculum and not dominate it.

ii. because of our preference for local variations in curricula, assessments will have to be made largely internally. To achieve national acceptability, however, some form of external moderation will have to exist. Furthermore, basic guidelines to colleges will also be required.

iii. for the certification to be acceptable, levels of competence related to many of the performance-related objectives of the common-core will have to be measured. The corollary of this is the possibility that some students may not attain these levels of competence before the end of the course.

iv. not all of the educational experiences will lend themselves to objective assessments of competence and some areas of assessment will do no more than record experiences to which the student has been exposed. It is thought, however, that these experiences are of major importance in the young person's development (see Appendix 4, Aim 9).

v. the assessment system should be formative wherever possible, thus allowing both the student and teacher to benefit from each other.

45 Student profile records of attainment meet many of the requirements, and have additional features which commend them to us.

i. they reflect the curriculum design of a course, and should not therefore dominate the teaching process. Courses which are distinctively different cannot be served by the same profile.

ii. they allow credit to be given for individual achievements, and experiences which might otherwise go unrecorded. They are therefore sensitive to local variations in course design.

iii. by including tests of particular competence within the range of assessments made on a student, some degreee of objectivity and comparability can be attained.

iv. they allow for continuous, formative assessment, which permits students to monitor their own progress, and to make a contribution to the assessments which are made. There is a dialogue between teacher and learner which can be highly effective in the development of both motivation and autonomy.

46 The final structure of the profile can be the subject of national discussion. The terminology of assessment to be used should reflect both the objective and subjective nature of the respective assessments. Some aspects of the profile could be constructed by the student on a self-assessment basis but this would require careful piloting. It will certainly be desirable for much of the profile to be completed on the basis of discussion between teacher and student.

Since the publication of A BASIS FOR CHOICE there has been considerable trial and development of student-profiles* and Appendix 5 gives a useful basis for further discussion and development.

*eg see Paragraphs 39–42 of Vocational Preparation FEU 1981

*See "ABC in Action", FEU, 1981; on *Profiles*, FRY 1982 CGLI 365 etc, RSA Vocational Preparation etc

Section Three:
Key Issues for Course Design

Content of existing courses

47 Certain core areas recur in all courses. Some study of individual growth and behaviour, the growth and development of the personality and the influence of the family, through different stages (childhood, adolescence, adulthood and old age) is common to all courses. (The NNEB course concentrates on child growth and development from 0–7). The focus of the content of the PCSC course has been widened (the course having developed from the PRCC) to include the study of all age groups. This overall view (though to less depth) is also taken by the Community Care Course.

48 All courses aim to develop in the young person a perspective on contemporary society using the concepts of social studies or sociology to examine relevant topics such as the family, social class factors, child rearing practices, peer groups, etc. This is complemented in some courses by environmental studies. The professional viewpoint common to all (in varying degrees) is served by a study of the range of needs of various individuals and groups, and the more general vocational preparation aspect covered by helping students understand the structure and function of the welfare state, the provision of Health Services and statutory and voluntary social services at a national and local level, the range of jobs within those services, and a consideration of the nature of those different jobs. Recreational and aesthetic subjects are part of all courses, as is continued work in English and maths, (more often called communications and numeracy).

49 These are the main areas of curriculum overlap. Courses also share some features with the pre-employment curriculum model presented in "A BASIS FOR CHOICE". Such common elements include the recognition of the need for a general preparation for work for students hoping to get their first full-time job; the opportunity for diagnostic and remedial help with basic skills where appropriate; some grounding in political and economic literacy; the acquisition of certain basic coping skills; first aid, cooking, budgeting, etc.

50 These areas may be common to several syllabi, but of course the teaching that results is not. This is due in part to the contrasting ways in which the content is communicated. There are three fundamental options: a topic-based curriculum organised around themes, a subject-centred curriculum organised around a group of disciplines, and an objectives-based model, based on the competencies that the young person can be expected to demonstrate at the end of the course. Each of these methods has different implications for teaching and learning strategies.

Assessment in existing courses

51 Two general aspects of assessment merit consideration. Firstly, the type of assessment suitable for the complex and varied aims of these courses; secondly, the role of assessment in the achievement of standardisation between courses.

52 The courses use a wide range of assessment methods: continuous assessment by grading of coursework, by tutors' and supervisors' reports, and by interim or phased assignments and tests; terminal assessment by student profile, practical test, multiple-choice, essay or short-answer paper, and orals by interview with an assessor. The balance between continuous and terminal assessment also varies between courses. Some assumptions about which forms of assessment are desirable can be made by looking again at the three major areas. Continuous assessment would seem most appropriate to judge personal development over the period of the course. This has to include a detailed assessment of the students by a tutor who knows them well enough to be able to reflect the complexity of this development and their relationships with others. Assessment of their vocational suitability and competence is obviously best done by those who have supervised them in their placement, again by a sequence of reports showing change over a period of time, using criteria accepted by course staff and acknowledged by students. Some practical skills acquired may be assessed by a practical examination or assignment. The general education area of coursework is most often assessed by one of the methods designed to elicit information and to see how the student can use it at one particular point, by a test of some sort (multiple-choice, essay, public exam) or a project assignment. The

students' placement observations, so much a feature of all these courses, cover all three areas, they reflect the quality of the students' relationships with others and their level of self-knowledge; they are a good indicator of the development of a professional perspective, and they can demonstrate how well the students can apply the concepts learnt in the classroom.

53 Since much of this varied assessment reflects the fact that the courses are as much about the process of learning, as about product, what has already been said about student profile records (paragraphs 44 and 45) can be seen to be appropriate. Given the complex range of assessments appropriate to the course aims, the production of a single grade certificate might be thought to be a poor reflection of the processes involved, and the strengths of existing continuous assessment procedures need to be preserved.

54 We would therefore recommend the design of a profile record of attainment, which allows some detail of the course content and experiences to be displayed. Some suggestions on the form of the document are contained in Appendix 5.

Organisational Issues

55 The ways in which courses are designed and implemented have a range of implications at national, regional and local level.

56 *National*. This document reflects some of the concern expressed within the colleges, the careers service, among employers and parents about the need to rationalise so many overlapping certificates. At a national level, there is a need both to avoid unnecessary overlap, (which can best be achieved by a dialogue between the validating bodies) and to achieve some degree of standardisation between different institutions offering the same course.

57 Several courses are being re-drafted, and the statement of course objectives is being chosen by some as giving the clearest indication of the desired outcomes of the course. Other factors affecting standardisation are entry levels, and the values that teachers have.

58 *Regional*. Entry levels for most of these courses are not generally specified, but market forces in some areas push up the entry levels to a point where the teaching styles and content of the courses may be affected. For instance, if the demand for places is such that only people with 3 or 4 'O' levels are accepted the teaching will be geared differently from that of a course where the entry level is much lower, even though the content as set nationally by the validating body is the same. This issue is partly a national one, in that validating bodies might consider setting a MAXIMUM entry level, but it is more likely to be resolved on a regional basis, by agreements between colleges about what range of courses they should provide, and at what level.

59 The values of teachers, and how they stand in relation to their material, is also an issue which can be assisted by communication between them on a regional basis. Only an active pattern of discussion between staff from courses in different colleges, and a good vertical channel of communication upwards from tutors to the validating body, will ensure that these issues become known. The Standing Conference of PCSC course tutors, the regional tutors' groups for NNEB course staff, and the conferences for all pre-Nursing and Caring Services staff, are current examples of such meetings. Contrasting values also have to be taken into account when courses are drafted: what is a "normal" pattern of family life in one locality may be abnormal somewhere else. No easy assumptions about "normal" patterns of child care can be made (a point underlined by the NNEB Panel of Enquiry). The range of possible interpretations should at least be envisaged in the course proposal.

60 As a source of information and control over this communication, the assessors' role is central. They stand directly between the validating body and the colleges and represent the interests of the validating body in standardising courses, but they also have an overview of how the courses adapt to suit employment needs and student intakes. This flexibility is at the moment one of the strengths of these courses, and should be protected.

61 *Local*. A strong feature common to all courses, which has long marked caring courses as a successful area of provision, is the flexibility allowed within course guidelines to develop a course to suit local young people and local job opportunities. These courses have a good fit between student intake, practical work experience and the employment market. The benefits of the involvement of potential employers in course planning and organisation, and the strong interconnections of these elements has only relatively recently been discovered by other vocational preparation courses with work experience. We have more to say below on the role of placements.

62 One local organisational issue is the number of these courses which are available in a particular college or local area. If too many are offered, it is likely that subtle and artificial distinctions are made between them, with assumptions about levels and progressions which are entirely locally created. College academic boards, or boards of studies, might review their provision in the light of comments made in this document, and some thought could also be given to the provision made in colleges and schools.

63 The NCHEE advises course planners to take account of the young person's school experience. Home Economics is an obvious example of a school subject that a course which includes the teaching of cookery and nutrition must take into account. However, increasingly CSE and 'O' level Child Care and Development are part of social education programmes for (on the whole) fifth year leavers*. Such courses may be increasing the potential recruits to these caring courses (the City and Guilds course, done with 15 year olds, or as a school-college link, must also have this effect), and it is conceivable that a young person may spend perhaps four years studying child care. CSE followed by City and Guilds, followed by NNEB is one example of a route taken by some.

64 As well as local flexibility of course design, then, some recognition should be made of the needs of individual students within a course. The idea of "negotiation" of elements of the curriculum is as appropriate here as for other areas of vocational preparation.

65 Several ideas from different courses merit attention: the inclusion of study skills on the PSCS course is a useful recognition of the need for some induction period to the college course; the opportunity for diagnostic and remedial work is mentioned by more than one course (and, as case studies in Appendix 8 show, is provided for students on courses which do not insist on it).

Practical Placements

66 The period of practical experience is a key element in the achievement of course aims. Most courses offer a combination of regular weekly placements and block periods, frequently on a termly basis covering as wide a range of jobs as possible. Key issues arising from the practical work concern the nature of the placement supervision and how liaison is achieved with college work, and the purpose of this supervision: whether it is assessment, diagnosis, or a combination of the two, and to what extent this vocational experience is used to give relevance to the course and preparation for employment.

67 The college tutor who liaises with placement staff is a key figure in the student's experience of the course. It could be argued that the placement supervisor should also take a central role. Not only is the quality of the latter's relationship with the student taken as a major indicator of that student's development and vocational aptitude but they must also have to do some informal teaching and explanation, since it cannot be possible to ensure that events at work happen in a sequence appropriately parallel to the relevant course content. In many cases, problems arise in identifying a placement supervisor, and the arrangement of placements needs to involve attention to this important link-person.

68 There are interesting similarities between the work of the placement supervisor and that of the Industrial Coach as defined in the research by the Grubb Institute. The concept of the Industrial Coach was intended to ensure that all young people in their first job had an

*see "Where have all the Fathers gone?" TES, 13 March 1981

informal but regular relationship with an older more experienced worker in the same place, to provide support and guidance during the period of their induction. It is interesting to read the Grubb Institute's* account of why this induction scheme worked successfully: "Because she is not a teacher . . . the Coach is constantly thrown onto her own resources as an experienced employee and a mature adult. Her intuitive responses, the questions she asks, the answers she gives to questions put to her, inevitably spring from that experience . . . She cannot be taken for a teacher and essentially conveys the conception of work based education". This account makes clear the supportive nature of the relationship. This quality must be extremely important to students from these caring courses, who must often meet on their placements situations that demand a great deal in personal and emotional terms from young people who are in the early stages of acquiring job skills and who are still developing their understanding of what the job involves.

69 The amount of work done with placement supervisors varies widely from course to course: no formal recommendations about preparation for their role are made by any validating body. The two courses that train students in child care (NNEB, NAMCW Final Certificate) offer the greatest amount of detail about the organisation of placement experience, the nature of the experience and the tasks expected of the students. The one year courses offering a more general vocational preparation (Inter-Regional Pre-Nursing and Caring Services CFE, City and Guilds Community Care) give the practical placement a less central place as regards time allocation and assessment weighting.

70 We would recommend that attention is paid to the role of practical placements, and the attendant responsibilities of both placement supervisors and college tutors, by the issuing of appropriate guidelines by validating bodies, and by the existence of organisational arrangements at the local level. Tutors and placement supervisors need time to meet, both to ensure communication on the aims and content of the course, and on the progress being made by particular students. Some form of document which initially outlines what might be expected of a student, and allows progress to be reported, is worth considering, as is a log-book or diary for the student to recount experiences, and examples of these can already be found in some of the cases. The practical placement has a vital part to play; it is important to invest enough time to ensure that it is properly arranged, adequately monitored, and that the maximum use is made of the learning opportunities it offers.

*The industrial coach. The Grubb Institute, 1977.

Credit Transfer

71 As we have already suggested in paragraph 32, and illustrated in Appendices 6a and 6b, the suggested new course would have to carry a credit transfer value into later years of existing courses. Progression would additionally be assisted by giving credit for existing courses into other arrangements. This is a complex area, particularly since the open entry to most of the courses results in a very wide ability range of students following them. A modular structure might help credit units to be accumulated, but the integrated nature of the courses argues against this. Agreed accreditation for the various elements of the course, based on statements of competency related to knowledge, abilities, and experience, should be negotiated by the validating bodies, in order to assist the kind of progression illustrated by Appendix 6b. Our suggestion would be that an agreed profile of these competencies is the first step required in this accreditation process.

Section Four: Appendices

Appendix 1: Study Group on Caring Courses

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Appendix 2: A Common Core of Skills for Vocational Preparation

An appendix to 'A Basis for Choice' gives a series of aims and objectives which it is suggested might be the core of studies on a vocational preparation course. It was not suggested that this checklist was in any way prescriptive; indeed its dynamic nature has always been stressed, as has its responsiveness to local conditions.

There have already been suggestions that the checklist should be modified to include, for instance, computer familiarisation, and what follows is an amended version of the checklist.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The commentary in italics following each objective is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience may contribute to another aim. The grouping of the objectives/experiences is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

• Part of Induction Phase
* a new item

Aim 1

To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should

•1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions
This should include:
identification of component functions (eg: sales, store-keeping, production, maintenance, professional services, administration, book-keeping)
and who performs them (eg: a department v one man as part of his job)
distinguishing between large and small-scale organisations, and productive and service industries (eg: garage and clothing factory)

•1.2 Visit a place of work, relevant to their interests, and describe
a. the working conditions and tasks of new entrants
b. the range of decisions which can legitimately be made by these young workers
c. to whom they are responsible
d. with whom they have regular working relationships
e. training and career prospects: entry requirements.
The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires
(ref. Aims 2.3 and 6.3.2)

•1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress
eg: relatives, friends or workers in jobs of interest
(This may best be done in pairs if strangers are to be interviewed).

•1.4 Make comparison of different working situations, using the information gained by themselves and others
Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills.

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation: identify and discuss any differences between the systems observed, and the significance and functions of trade unions in general
Students should be able to use correctly such terms as: differentials, collective bargaining, closed shop, shop steward

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors

eg: whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards
eg: (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications
eg: (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels
A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.3 (communication skills).

Aim 2

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should

•2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities
eg: ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref. 3.1)

•2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group
including:
checking self-image against the perception of others; comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref. 6.3.15)

•2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities
eg: (characteristics) entry qualifications, working conditions, training, prospects, job location
eg: (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.3.4, 6.3.5)

•2.4 Relate this information to their own profiles, and discuss the alternatives open to them
Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping.

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)
eg: (causes and risks) decline of industries, and regional variations in job opportunities; technological developments (ref. 10.5, 10.4)
eg: (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref. 9.10, 8.2)

2.6 Experience at least three different types of task, and evaluate their responses to them
eg: a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.

Aim 3

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1–3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should

•3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choice
This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref. 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc.)

•3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them
eg: guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc.)

*•3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them
eg: handling/constructing laboratory apparatus; making small-scale constructions, working accurately, and at speed; using a keyboard

•3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina
work-place sessions as opposed to school periods

3.5 Perform tasks to a set-standard and in a given time, working co-operatively when appropriate
including appreciation of
—the difference between the application of set standards at work, and the 'grading' of tasks by teachers in schools
—the need to 'pace' one's effort
—the need to protect the safety of colleagues.

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials
eg: wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures—all in the context of vocational and creative leisure activities (ref. 10.4)

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision
eg: typing, picture-framing, wallpapering.

3.8 Work on tasks where aesthetic judgements of shape and colour are required
eg: choosing materials or designing for appearance as well as strength; painting for appearance as well as protection

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved
eg: (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; 'throwing' a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref. 8.2). The appraisal is probably best developed through group discussion.

*3.10 Be introduced to examples of complex equipment, in order to develop confidence in its use in the future
eg: machine tools, electronic equipment, microcomputers.

Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The students should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them
eg: (encounters) receiving instructions; being asked for help, receiving a complaint—in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature
eg: (responses) aggression; sympathy; evasion

4.2 Describe several patterns of behaviour, and analyse the inter-action in terms of the roles of those involved
eg: (patterns) use of authority or status; effect of aggres-

sion or appeasement; use of reason or emotional pressure
eg: (roles) parent and child; supervisor and worker; student and teacher

4.3 Identify and practise alternative responses
eg: being aggressive, conciliatory, submissive, understanding, distant—probably in role-play—(possibilities of video)

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter
eg: dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref. 5.5)

4.5 Predict the changes in role likely to occur for them in the near future
eg: student to wage earner, child to parent

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals
eg: at work, eating out, in a library; self-presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref. 5.4)

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category
eg: (categories) old/young; friendly/unfriendly; kind/unkind; social classes, cultural groups, sexes
eg: (indicators) dress; accent; non-verbal behaviour

Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to
a. their present situation
b. a predictable future working situation
c. some wider current issues

The students should

5.1 Be prepared for common moral dilemmas
eg: individual v group loyalty, what constitutes 'stealing' at work, quality of workmanship, tax evasion, 'a fair day's work for a fair day's pay', sexual or racial discrimination

5.2 Give reasons for certain moral 'rules' and decisions
eg: keeping promises, returning lost property, being faithful

5.3 Apply relevant moral terms to specific situations
eg: integrity, corruption, cheating, fairness, in contexts such as sport, examinations, strikes 'perks' at work

5.4 Describe the prevailing moral code of given groups
eg: cultures ages, social groups, occupations (eg: soldiers, doctors sexes)

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles
eg: honesty versus loyalty, in relation to issues such as those described above

5.6 Describe and analyse the moral consequences of actions
eg: driving without insurance, the conception of a child; concealing information at interview (ref. 9.1.4 also)

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

Aim 6

To bring about a level of achievement in literacy numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society

6.1 **Numeracy** The students should be able to

6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals

6.1.1 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques
What does their intended job require (a) of necessity, (b)

for convenience?
What are their personal needs?

6.1.3 Interpret place value

6.1.4 Convert fractions to decimals and vice-versa

6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
eg: through the interpretation of plans and preparation of materials in the course of a project

6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time
eg: planning journeys (ref. 8.2)

6.1.7 Interpret and use tables of figures
eg: bank statement, temperature conversion, football results

6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator

6.1.9 Apply and interpret ratio and proportion
eg: preparing mixtures, scale on maps, wage increases

6.1.10 Calculate averages
eg: average wage rates

6.1.11 Calculate percentages
eg: VAT, discounts, tax rates

6.1.12 Make elementary algebraic substitutions
eg: using a formula to determine one unknown

6.1.13 Describe the properties of common shapes, and measure angles

6.2 **Graphicacy**

6.2.1 Make calculations and estimations of perimeter, area and volume of right-angled figures, circles and cylinders
eg: estimating quantities of materials

6.2.2 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose
eg: understanding of gradient of axes; pi-charts, bar-charts, etc. in the context of newspapers, textbooks, student projects (ref. 10.1)

6.2.3 Appreciate perspective in space, photography, etc.

6.3 **Communication** The student should

6.3.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose
eg: instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2)
eg: read a manual in order to know action to take in case of a breakdown

6.3.2 Be able to read and understand written questions and requests
eg: questionnaires, memos, worksheets

6.3.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements,
and
identify instances where expert advice is relevant to a matter of opinion
eg: sales literature (including comparison of products); political speeches (ref. 9.1)
eg: medical opinion on when to return to work (as opposed to an opinion on what is funny)

*6.3.4 Find and use information from a variety of given sources, including electronic information sources
eg: dictionaries, catalogues, indexes, encyclopedias, Prestel etc (ref. 9.17)

6.3.5 Listen to, and understand information and requests given orally
(ref. 3.5, 4.1)

6.3.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar
eg: formal letters and reports, informal notes and messages

6.3.7 Explain and describe events, processes and opinions sensibly and clearly in writing
eg: accident reports, operating instructions, arguing a case

6.3.8 Make notes for own use
eg: on visits, from books, during talks

6.3.9 Be able to express tabular or graphic data in written form or vice-versa
eg: diagrams, charts, sketch maps, statistics (ref. 6.2)

6.3.10 Fill in forms correctly
eg: driving licence applications, job applications, insurance claims

6.3.11 Speak audibly and give clear verbal explantions of processes/opinions/events to a variety of audiences
eg: friends, acquaintances, strangers, etc

6.3.12 Make a disciplined contribution to group discussion
eg: following some procedure; accepting and responding to others' views

6.3.13 Use the telephone effectively

6.3.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses
eg: negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1)

6.3.15 Experience membership of, and practice communication in, a variety of groups
eg: formal, informal; large, small; decision making, task-centred; competitive and co-operative (ref. 9.2)

6.3.16 Experience various roles in these groups
eg: leader, recorder, participant, chairman

6.3.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn
eg: with children, in an office; with customers; with VIP's (ref. also 2.1, 2.3)

6.3.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose
eg: TV (video) programme; audio tape; newspaper; exhibition

6.3.19 Critically appraise examples in a medium of communication with which they have experience
eg: TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.

Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young person

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

The students should

7.1 Learn how to take notes, or use given notes for their own purposes
eg: when preparing an essay; when hearing a talk. Different strategies are possible

7.2 Know how to gain access to appropriate works of reference
eg: location in library; use of index

7.3 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques

7.4 Practise discussions and questioning
eg: with teachers, with colleagues, with experts, co-operative learning

7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning
e.g. aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice

7.6 Experience a variety of learning situations and evaluate their reactions to them
eg: formal talks, group work, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose
(These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them.)

Aim 8

To encourage the capacity to approach various kinds of

problems methodically and effectively, and to plan and evaluate courses of action

The students should

8.1 Examine and appraise given faults, problems or events, working individually or in a group.
eg: faulty equipment, college over-crowding, a fall in sales, lung cancer by

8.1.1 Thinking up alternative solutions or explanations
eg: 'brainstorming' sessions in groups; listing alternatives without evaluation ('lateral' or 'divergent' thinking)

8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it.
eg: logical deduction of consequences, probable implications

8.1.3 Considering or eliminating alternatives, in a systematic way
the need to hold some variables constant or have a 'control'; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation

8.1.4 Generalising as appropriate from previous experiences or data
including discussion of the degree of confidence which is justified, the effects of further evidence, etc.
Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

8.2 Experience the process of planning an event or course of action, working individually and in groups
eg: a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle by

8.2.1 Identifying the nature of a problem, and collecting relevant information
factors involved; factual data available; sources of expert advice

8.2.2 Working out alternative strategies and predicting their likely outcomes
as a pencil and paper exercise; as a topic for group discussion

8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate

8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned
student performance should be judged with regard to this, rather than success or otherwise of the plan
*8.2.5 Develop the capacity to learn with computer assisted methods, using appropriate equipment

Aim 9

To bring about sufficient political and economic literacy to understand the social environment and participate in it

Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues may arise among the students, or through an account in a case-study, the press, TV, etc.

The students should

9.1 Appraise a policy dispute by

9.1.1 identifying the cause of disagreement
eg: goals, values, methods (especially if allocating resources), results (ref. 9.11)

9.1.2 saying what further information they need, and where it can be found
(ref. 6.3.4)

9.1.3 identifying where and by whom any decision will be made
eg: in a local authority, by the housing committee; in the college, by the Academic Board

9.1.4 indicating who is likely to be affected by various policies and in what way
identify likely supporters/opponents (ref. 5.6)
9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits
eg: by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating

through discussion
(ref. 8.2)

9.1.6 describing the issue using some basic political terms
eg: conflict, power, consent-dissent, order-disorder, rules, compromise, consensus

9.2 Analysis and appraise some groups to which they belong, and describe the methods by which decisions are reached in them
eg: family, youth-club, class, student union; formal and informal groups

9.3 Develop an awareness of the workings of formal decision-making groups by
ie: groups which have rules of procedure

9.3.1 experiencing membership of such a group
eg: class meetings, or in role-play simulation

9.3.2 experiencing/discussing different systems of voting
eg: for nationwide referenda, general elections, class representative, goal of the month

9.3.3 listing the conventional order of items on an agenda, and explaining their meaning and usage
eg: minutes, standing items, AOB

9.3.4 visiting and observing a public decision-making body in action
eg: local council, college, Academic Board

9.4 Gain a basis for evaluating national politics by being able to

9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy
eg: analysis of statements, actions, manifestos (ref. 6.3.3); critical evaluation of media reports

9.4.2 Describe, in general terms, how local and central government relate, and the role of the EEC
eg: probably approached through case study of a given issue

9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally
eg: fundings of the college, repair of roads, law on speed limits

9.5 Check and explain a payslip
eg: deductions, tax-coding

9.6 Balance income against expenditure and keep necessary records

9.7 Make value-for-money calcuations and estimations
When shopping; various sizes of product, special offers in shops (ref. 6.1)

9.8 Plan an estimated personal budget for a typical working week in their intended jobs
travel costs, meals, entertainment, accommodation, etc. (ref. 11.5)

9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards
comparative interest rates; conditions of use, etc.

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigations (ref. 8.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate

9.10 Investigate how a business is run by identifying the factors involved in
i. deciding what to sell
eg: market research, effect of competition, design of product
ii. choosing location
eg: availability of labour, raw materials, transport; location of customers and competitors
iii. borrowing money
eg: banks, shareholders
iv. employing people
eg: wages, national insurance, legislation
v. buying raw materials
examples from manufacturing and service industry
vi. calculating overheads
eg: rent, rates, advertising, office staff, maintenance, etc.
vii. selling product
eg: functions of sales staff, customer relations; determining prices
viii. calculating profit/loss

eg: simple accounting
ix. what happens to profit/loss
eg: interest payments, taxation, reinvestment, dividends

9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention
eg: houses, fresh fruit, fuel

9.12 Explain a selection of firms or organisations in basic economic terms
capitalist, co-operative, nationalised enterprises

9.13 Investigate the sources of central and local government income, and where it is spent
case studies, use of reference texts, interpretation of tables and graphs

9.14 Read some common legal documents and be able to answer simple comprehension questions on them
eg: guarantees, HP contracts, rental agreements

9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere

9.16 Demonstrates knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action
eg: an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right
eg: discussion of principle v expediency, rights and duties; discussion with police representatives (ref. 4.4)

9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the law as it affects the consumer, the motorist, the employee
eg: NCCL guide, Department of Employment publication (ref. 6.3.4)

9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals
perhaps via case-studies

9.19 Be aware of sources of legal aid and advice

Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular
The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality
eg: surveys of leisure facilities, open or unused spaces, distribution of shops or industry

10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others
eg: old folk's homes, centres for the handicapped, day centres (ref. 4.1, 4.6)

10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport
eg: (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing and (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref. 8.2) referring to the notions of continuity, change, cause, effect, etc. as appropriate (ref. 8.1.4)

10.4 Examine at least two different industries or places of work, identifying
eg: a production and a service industry
i. the enterprises, their use and dependence on energy
eg: what fuels are used, and for what, the ecological and environmental implication of their use
ii. the production methods and materials which are used
eg: mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref. 1.3); the effect on this of changes in materials
iii. the division of labour and the nature of individual jobs
eg: the effect of fully automatic, semi-automatic or manual control on the nature of jobs;
the effect of the use of power, production methods and materials on working conditions, skills required, etc. (ref. 1.2)

10.5 Appraise the implications of some current developments in technology

eg: as observed in the above industries or as currently highlighted in the news. Discussion of economic, social environmental and psychological implications (eg: capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs, etc.)

Aim 11

To bring about a development of the coping skills necessary to promote self sufficiency in the young people

The students should

11.1 Be able to plan and prepare adequate meals
including budgeting, shopping and costing (ref. 9.7)

11.2 Use and maintain every-day machinery and equipment
eg: fit an electric plug, use a launderette, iron a shirt. Willingness, and confidence, and a knowledge of how to learn these things are intended, rather than comprehensive practice.

11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives
knowledge of the effect of drugs (coffee, aspirin, tobacco, 'hard' drugs, etc.); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref. 3.2)

11.4 Practise simple first-aid techniques
dealing with cuts, sprains, burns, etc. Know when to call in expert help

11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation
eg: use of press adverts, agencies, rental and purchase, regulations and procedures; do-it-yourself manuals

Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career

Introduction

There may be said to be four elements necessary to produce this flexibility;
a. Possession of commonly used and transferable skills and capacities
b. Realisation of the need for flexibility
c. Ability to identify the underlying principles of a process or activity
d. Experience of and confidence in one's ability to transfer learning from one context to another
It is hoped that many of the transferable capacities—element (a)—are already embodied in the other core objectives. Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10. The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core. Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content

The students should

12.1 Whenever they develop a particular capacity in a given context
eg: measuring up; estimating materials; following an instruction manual; giving instructions; fault finding

12.1.1 Identify other contexts in which the capacity could be useful
eg: similarity between: assembly instructions and recipes: and adjusting bikes or sewing machines

12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation
Having identified a transferable skill, practise transferring and adapting it

12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning
As a contribution to the self profile (ref. 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?

Appendix 3: Additional Caring Aims of the Proposed Course

It was agreed by the study group that the core of "A BASIS FOR CHOICE" was equally applicable to this area of provision, and presented no major conflicts with existing courses. The core is to be found in the attached checklist* which can be used to assess the match of any existing course with the core of ABC.

In the area of "caring" studies, it has been suggested that there is additional knowledge, skill, and experience which a student must gain, related to the special content listed in paragraph 16. These more vocationally focussed aims are listed below, and should be regarded as complementary to those in Appendix 2.

Content Area	General Caring Aim
i. The individual	1. "to provide for the student an understanding of the way in which the physical, emotional, intellectual and social development of an individual occurs throughout life."
ii. The family	2. "to encourage an understanding of the structure and role of the family in contemporary society, and some alternatives to conventional family structure."
iii. Contemporary society	See ABC Aims 1, 4, 5, 6, 9, 10, 11, 12. 3. "to develop the student's knowledge and awareness of those factors within society which affect the way they may hope to function as individuals, workers and citizens.
iv. The needs of the individual, family and society	4. "to develop the student's knowledge and understanding of the conditions that give rise to the provision of individual and institutional caring services for people in need; to identify the people who benefit or suffer most from contemporary social change, and determine the role students themselves might play in the provision of services to these groups."
v. The welfare state	See also Aim IV, and ABC Aim 9 5. "to provide an understanding of the structure and functions of the Welfare State, and an appreciation of the extent to which it serves the needs of the individual, family and society in general."
vi. The caring profession	See ABC Aims 1 and 2, and the sections of the ABC report which discuss the need for an orientation and sampling period before making career decisions. Once a young person focusses on the "caring" area, the following aim applies:— 6. to provide some knowledge and understanding of the different career structures within the caring profession, and the career opportunities available to young people, both within the profession, and in areas which use transferable caring skills; to introduce some of the ethical considerations of the profession.

*Appendix 2

vii. Personal development	See ABC Aims 3, 4, 11, 12.
	7. to encourage personal development, through the creation of opportunities for new experiences, personal achievements, and the development of new goals and interests.
viii. Basic Skills	(widely covered in ABC Aims 3–12)
	8. "to ensure a competency in the basic cognitive, attitudinal and manipulative skills necessary to communicate with and relate to other people, to advance their own learning and to cope with the demands of everyday living and working in a "caring" occupation."
ix. Planned experience	9. "to provide experiences in the caring environment, leading to a realistic understanding of the nature of the work, and to an appreciation through practice of the competency levels required in selected key tasks, thus illustrating in practice what may have been learned in theory."

Appendix 4: Objectives of the Additional Caring Aims

The strength of "*A Basis for Choice*" for many of its readers lay in the detailed specification of objectives and teaching strategies for its general aims. This appendix illustrates the extension of this specification for those major "caring" themes listed in paragraph 16, and expressed as aims in Appendix 3. Members of the study group have made available course outlines, syllabuses, and details of good practice. This appendix is therefore a collection of existing work, compiled in such a way that validating bodies and other course designers may see its relationship to existing basic level courses, and the extent to which it forms a basis for progression to other work. (See figures 1 and 2 (pages 15 and 16)).

This list is intended as a checklist, rather than a sequenced syllabus.

Caring Aim 1. *The individual.* To provide for the student an understanding of the way in which the physical, emotional, intellectual and social development of an individual occurs throughout life.

The student should	*Comment and detail*
1.1 Observe the main stages of human growth and development.	Case studies and projects based on the observation of individual friends, relations, and clients on practical placements.
a. Babies and young children	
b. School age children	Written reports, interviews, collections of evidence to build up into dossiers.
c. Adolescent	
d. Young adults	
e. Maturity and middle age	
f. Old age	
1.2 Understand some of the major features of each stage of development, especially those which create difficulties and the need for care if not properly managed (see stages in 1.1), eg	
a. i. Conception and experience of birth, with an understanding of the role of ante-natal care.	Interviews, clinic visits
ii. The care of the young baby.	Experience the demands made by babies, eg by baby-sitting.
	The real child should be encountered wherever possible. Bathing dolls is no substitute.
iii. Environmental needs of the young child eg play, diet, language.	Devise approaches to play, stories, talk etc.

b. i. Adaptation to school and social contacts. ii. Growth of independence, stages of cognitive and physical development.	By observation as in 1.1
c. i. Physical and psychological changes at adolescence. ii. The formation of attitudes by peer group and other pressures. iii. Forming sexual relationships. iv. Taking on adult responsibilities.	Although a stage in development, this is where the students themselves are, and will form an important part of their programme of personal development and self-knowledge.
d. Forming relationships and taking responsibility. Making the successful transition to adulthood.	Discussions and the exchange of experience. Note the influence of cultural factors, and the expectations of different social groups.
e. Mental and physical changes of later years. The place of marriage and its changing status.	An opportunity to observe different social patterns.
f. Physical, mental and emotional changes in old age. Old age and marriage; the onset of disability. Death.	

Caring Aim 2. *The family.* To encourage an understanding of the structure and the role of the family in contemporary society, and some alternatives to conventional family structure.

The student should

2.1 Observe and understand the functions of the family, and the different ways in which the family is structured.	Historical and cultural differences. Case studies to illustrate how families regulate behaviour, provide care, pass on the culture, bestow roles and duties.
2.2 Investigate and understand changes in the family over the past hundred years, in the pattern of relationships, its size etc.	Influence of family planning, social mobility working women, family finances.
2.3 Observe cultural difference in family organisation eg among different ethnic groups, social classes, etc.	Much of this work may impinge on the students' own lives, and they will only disclose personal matters if they feel secure in the group. Disclosures in written work should remain confidential.

Caring Aim 3. *Contemporary society.* To develop the student's knowledge and awareness of those factors within society which affect the way they may hope to function as individuals, workers and citizens.

This section is intended to collate much of what is already expressed in ABC under Aims 1, 4, 5, 6, 9, 10, 11

and 12. In a "caring" context, the teaching should relate closely to the students experiences in or out of college, to placements and visits, and will provide a basis for the study under the following aim, where the role of caring services in society is examined.

In addition to those objectives found in "A BASIS FOR CHOICE", students should:—

3.1 Identify and describe some major social changes, and explain their possible impact on individuals.	eg mass unemployment, immigration, changing education systems.
3.2 Appraise the implications of equal rights and/or discrimination.	The effects of differences between people, and the impact of desirable or non-desirable discrimination.
3.3 Make effective and discriminating use of sources of information.	Use existing sources, eg reference works, film, and develop use of sources such as observation, interview, surveys.

Caring Aim 4. *The needs of the individual, family and society.* To develop the students' knowledge and understanding of the conditions that give rise to the provision of individual and institutional caring services for people in need; to identify the people who benefit or suffer most from contemporary social change, and determine the role students themselves might play in the provision of services to these groups.

This aim is closely linked to Aim 5. *The Welfare State,* which is "to provide an understanding of the structure of functions of the Welfare State, and an appreciation of the extent to which it serves the needs of the individual, family and society in general".

The student should

4.1 Identify services available to support the individual at the stages identified in 1.1.	Survey of local services, and a comparison with any nationally available provision.
4.2 Describe what services are available locally to support families in need.	Statutory and voluntary provision, both for "normal" activities eg working mothers, and families under stress eg fostering.
4.3 Understand what factors in society are most likely to cause stress to individuals, families, and communities, and how voluntary and statutory bodies can help.	Sensitivity is constantly needed where students may themselves be coping with stressful situation. Examples of successful interventions may be the best case studies for illustration and discussion.
4.4 Observe and appraise the effects on family life of factors such as social class and religion.	
4.5 Appraise some alternatives to family life.	eg the community home, a commune, monastic order.,

Caring Aim 5. *The welfare state*

5.1 Identify the basic functions of major government departments, at national and local level.	eg DHSS and its local role; social services depts; the Depts of Employment and Environment. The financing of local and national services.

5.2 Be aware of civil rights and duties, and understand the function of enforcement agencies, especially where they relate to caring agencies.	Making decisions, deciding what is "fair" and "just". The reasons for offences being committed, and the role of "helping" agencies, eg juvenile bureau, probation service, social workers etc.

Caring Aim 6. *The caring profession.* To provide some knowledge and understanding of the different career structures within the caring profession and the career opportunities available to young people, both within the profession, and in areas which use transferable caring skills; to introduce some of the ethical considerations of the profession.

The student should

6.1 Understand the nature of the jobs which have in common a concern for other people.	See list at Appendix 6.
6.2 Understand the way in which an individual might progress from jobs at the basic level to these requiring more experience, qualifications or maturity.	Case studies of career crucial decision points, the role of chance, etc.
6.3 Identify other areas of work in which caring skills may be used eg hairdressing, shop assistant, receptionist, marriage.	Relate to areas of maximum opportunity in the locality.
6.4 Experience a range of work across the caring area so as to reach a realistic and informed decision on future work patterns.	See sections on induction in "ABC".
6.5 Understand the implications of confidentiality in caring work, the use of discretion, tact, intervention, and the need for independence.	Use of role plays, case studies, similations, and relationship to actual experiences.

Caring Aim 7. *Personal development.* To encourage personal development through the creation of opportunities for new experiences, personal achievements, and the development of new goals and interests. This is another aim which is likely to be achieved implicitly through the way in which the activities of the course are designed. The role of learning which is based on experience, and is not passive, is likely to be of great importance, as are activities which range over a number of concerns eg physical, aesthetic, intellectual. The opportunity to reflect upon this experience is an important factor in personal development.

See paragraphs 7 and 8 in Section 1, and the FEU publication "Experience, Reflection, Learning".

Caring Aim 8. *Basic Skills.* To ensure a competency in the basic cognitive, attitudinal and manipulative skills necessary to communicate with and relate to other people, to advance their own learning, and to cope with the demands of everyday living and working in a caring environment.

Many of the essential basic skills are spelled out in ABC Aims 3–12 (see Appendix 2). As far as "caring" courses are concerned there is an argument that Aim 11 (Coping Skills) is of such central importance that it should be given greater prominence. It is an area where the student's existing school experience in eg home economics, needs to be taken into account. The management skills involved in home-keeping are sufficiently complex to form the basis of a "caring" course.

An additional, crucial "basic skill" is the ability to form and maintain satisfactory personal relationships (ABC Aim 4). The demands that are made on young people in caring contexts, as far as interpersonal skills are concerned, are enormous. Consider, for instance, the live-in mothers' help, the care assistant with old people, and the young student in a play group. Each has to be able to operate in a complex web of inter-personal relationships.

Caring Aim 9. *Planned experience.* To provide experiences in the caring environment, leading to a realistic understanding of the nature of the work, and to an appreciation through practice of the competency levels required in selected key tasks, thus illustrating in practice what may have been learned in theory.

A discussion of the function of experience appears in paragraphs 66–70 of Section 3, and under Aim 7 above. Although stated here as a separate aim, we would want to emphasise the focal nature of experience as a method of learning, and suggest that planned experience underpins the entire course structure. The effects of learning from planned experience should be that students should—

9.1 Accept advice and criticism and react appropriately.

9.2 Be able to show initiative, and know when it is appropriate to seek advice and help.

9.3 Show an interest in colleagues and clients and their needs, and understand their role in relation to others.

9.4 Demonstrate tact in the handling of conflict.

9.5 Be willing to attempt jobs that are given, and know what action to take to avoid exploitation.

9.6 Be aware of physical needs of clients, and be able to attend to them, with or without help as appropriate.

9.7 Demonstrate an interest in the interests and ideas of others, and be able to respond to the expression of a wide range of emotional responses.

i. Although this document consistently recommends the adoption of students profile records of assessment and attainment, the study group did not regard it as part of its task to design such a document.

ii. This appendix is presented as the basis on which a profile could be designed, assuming that it would adopt the practice of giving graded descriptors for particular areas of work.

iii. It is assumed that these assessments of the caring areas would be supplemented by assessments on the broader basic skills, and by some accreditation of the experiences which students had undergone.

CARING AREAS

1. The Individual

To provide for the student an understanding of the way in which the physical, emotional, intellectual and social development of an individual occurs throughout life.

Grade 4—Has a good knowledge of human growth and development, understanding the physical, emotional and intellectual changes occuring throughout normal life. Has an understanding of abnormal development.

Grade 3—Can recognise normal development stages and identify deviant behavioural patterns.

Grade 2—Can describe the physical changes which occur during normal growth, little knowledge of related emotional and intellectual development.

Grade 1—Limited knowledge of developmental patterns, or stages.

2. The Family

To encourage an understanding of the structure and role of the family in contemporary society, and some alternatives to conventional family structure.

Grade 4—Can describe and understand structures and functions of the family, historical and cultural changes in family structures and relationships within it. Anticipates problems arising from changes.

Grade 3—Has knowledge of various family structures and functions. Limited perception of relationship problems resulting from stress.

Grade 2—Can only identify family structures and functions of which the student has personal experience.

Grade 1—No concept of basic family structures and relationships.

3. Contemporary Society

To develop the student's knowledge and awareness of those factors within society which affect the way they may hope to function as individuals, workers and citizens.

Grade 4—Has an understanding of historical development and its relationship to the contemporary situation, and can analyse social issues, adding other dimensions producing an international perspective.

Grade 3—Has knowledge and awareness of British society, how it works and its shortcomings.

Grade 2—Has a superficial understanding of contemporary society in the local situation.

Grade 1—Limited appreciation of the social factors which affect the way young people function as individuals in society.

4. The Needs of the Individual, Family and Society

To develop the student's knowledge and understanding of the conditions that give rise to the provision of individual and institutional caring services for people in need; to identify the people who benefit or suffer most from contemporary social change, and determine the role students themselves might play in the provision of services to these groups.

(a) *Responding to the needs of others*

Grade 4—Can maintain discussion on controversial issues, and can offer help on health, welfare problems.

Grade 3—Can initiate conversation, causing the respondent to introduce personal topics which may be causing them concern.

Grade 2—Can provide constructive responses to queries requiring factual knowledge of caring principles.

Grade 1—Can reply to questions, and maintain a conversation with peer group.

(b) *Coping with personal needs*

Grade 4—Faces up to and succeeds in situations he finds difficult. Seeks to overcome obstacles, recognising the sources of and analysing such obstacles. Never communicates anxieties or distaste to clients.

Grade 3—Faces up to situations he finds difficult, generally succeeds in overcoming frustrations or his own unease. Does not give up or shirk tasks. Never communicates distaste to clients.

Grade 2—Continues to do what is required even when he finds it difficult or distasteful. Generally recognises accurately the source(s) of these difficulties. Never communicates distaste to clients.

Grade 1—Avoids difficult situations—or—makes no attempt to overcome difficulties.

5. The Welfare State

To provide an understanding of the structure and functions of the Welfare State, and an appreciation of the extent to which it serves the needs of the individual, family and society in general.

Grade 4—Ability to describe how the welfare services meet the needs of the individual, the family and society in general, and can analyse its success and limitations.

Grade 3—Can describe the formal structure of the welfare state but cannot assess its effectiveness.

Grade 2—Has limited knowledge of welfare services, related to personal experience.

Grade 1—Little appreciation of the structure and organisation of the welfare state.

6. The Caring Occupations

To provide some knowledge and understanding of the different career structures within the caring profession, and the career opportunities available to young people, both within the profession, and in areas which use transferable caring skills; to introduce some of the ethical considerations of the profession.

Self-perception

Grade 4—Shows commitment to others, is sensitive and flexible. Is tolerant and supports fringe members of the group. Is self confident and aware of his impact on others.

Grade 3—Respects others' views and learns from them. Co-operates in group learning. Shows initiative with peer group.

Grade 2—Is sensitive to the needs of others and is accepted by them.

Grade 1—Little development of perception of self or others. Dependent on one or small subgroup of peers.

Leadership Qualities

Grade 4—Shows sensitivity to individual functioning within the group and the ability to apply this for the group and its members. Can inspire confidence and security in most group situations. Can initiate and organise group activity.

Grade 3—Initiates and organises group activity and projects self-confidence whilst retaining a patient, sensitive approach.

Grade 2—Shows self-control in the face of difficulty or threats from groups and can inspire confi-

dence in small groups presenting no particular behavioural difficulties. Tends to react only with the group as a whole.

Grade 1—Finds difficulty in maintaining minimum control of groups, may resort to punitive control.

7. Personal Development

To encourage personal development, through the creation of opportunities for new experiences, personal achievements, and the development of new goals and interests.

Reliability is carrying out instructions competently with or without supervision as appropriate.

Grade 4—Successful except when unforeseeable circumstances occur, in which event he seeks appropriate advice.

Grade 3—Operates with only outline supervision.

Grade 2—Undertakes clearly delegated tasks.

Grade 1—Needs careful supervision to ensure successful completion of tasks set.

Responsibility is the ability to act effectively to meet others' needs, without prior instruction. It requires sensitivity, appropriate referral to others where necessary and respect for confidentiality.

Grade 4—Frequently successful achievement of the above.

Grade 3—Willing and largely successful achievement of the above, but with occasional misjudgement of his own abilities.

Grade 2—Confident and competent only in familiar situations.

Grade 1—Avoids or is insensitive to situations needing the above skills.

8 Basic Skills

To ensure a competency in the basic cognitive, attitudinal and manipulative skills necessary to communicate with and relate to other people, to advance their own learning and to cope with the demands of everyday living and working in a "caring" environment.

Practical skills are skills such as washing, cleaning and household maintenance.

Grade 4—Shows a high level of competence, initiative and imagination in relating these skills to clients' needs.

Grade 3—Shows a high level of competence in such tasks.

Grade 2—Functions safely and efficiently at these tasks.

Grade 1—Needs careful supervision with simple tasks.

Communication

Grade 4—Follows arguments and detail presented orally and responds quickly and appropriately.

Grade 3—Recognises when comment is required and responds appropriately and effectively.

Grade 2—Represents relevantly to direct questioning. Listens to other people's opinions and arguments.

Grade 1—Finds difficulty in making appropriate responses.

Co-operation

Grade 4—Is alert to his own and others' abilities and harnesses these imaginatively to agree on and achieve appropriate goals.

Grade 3—Is aware of his own and others' abilities and co-operates productively with others to achieve goals.

Grade 2—Participates with others to achieve given goals.

Grade 1—Requires leadership and support from others.

9. Planned Experience

To provide experiences in the caring environment, leading to a realistic understanding of the nature of the work,

and to an appreciation through practice of the competency levels required in selected key tasks, thus illustrating in practice what may have been learned in theory.

Relationships with Placement Staff and Clients

Grade 4—Accepts advice and criticism and reacts appropriately;

takes initiative and/or seeks advice and help appropriately;

shows a caring interest in staff;

handles conflict between staff tactfully without compromising his own values.

Grade 3—Accepts advice and criticism and reacts appropriately;

takes some initiative and accepts help offered by others;

handles conflict between staff tactfully.

Grade 2—Takes instructions and a limited amount of criticism; accepts help offered by others.

Grade 1—Finds difficulty in following instructions or accepting help and advice.

Relationships with clients

Grade 4—Shows the ability to get close to client whilst retaining sufficient distance to be of use. He understands his role with clients, shows acceptance of them and is sensitive to their needs.

Grade 3—Is approachable and has the skill to avoid being used most of the time, and is sensitive to client's feelings. Frequently initiates one-to-one relationships.

Grade 2—Shows warmth and sympathy, and listens and is patient. Is consistent and has an appropriate awareness of his role. Can initiate a one-to-one relationship.

Grade 1—Lacks consistency in relationships.

Physical Care of Clients

Grade 4—Deals with present physical needs sensitively and recognises future needs.

Grade 3—Looks beyond minimum physical needs.

Grade 2—Attends to clients' obvious physical needs.

Grade 1—Not often sensitive to clients' physical needs

Understanding Clients' Ideas

Grade 4—Takes time and trouble to extend his understanding so that he can share the clients' interests. Shows imagination in creative activities with clients.

Grade 3—Attempts to extend his understanding of clients' ideas and interests. Shows initiative in using creative skills.

Grade 2—Understands clients' ideas in limited areas. Uses creative skills under direction.

Grade 1—Finds difficulty in appreciating ideas and interests of others.

Dealing with Clients' Feelings

Grade 4—Understands the feelings of clients who are undergoing or have undergone a wide range of emotional experiences.

Grade 3—Anticipates likely feelings of people who have undergone or are undergoing a range of life experience.

Grade 2—Responds to the feelings of clients who have undergone common life experiences—eg birth, adolesence, retirement, bereavement.

Grade 1—Limited response to feelings of others.

Residential Care Assistants with the:
- elderly
- young children
- handicapped
- maladjusted

House Parents for:
- handicapped
- maladjusted

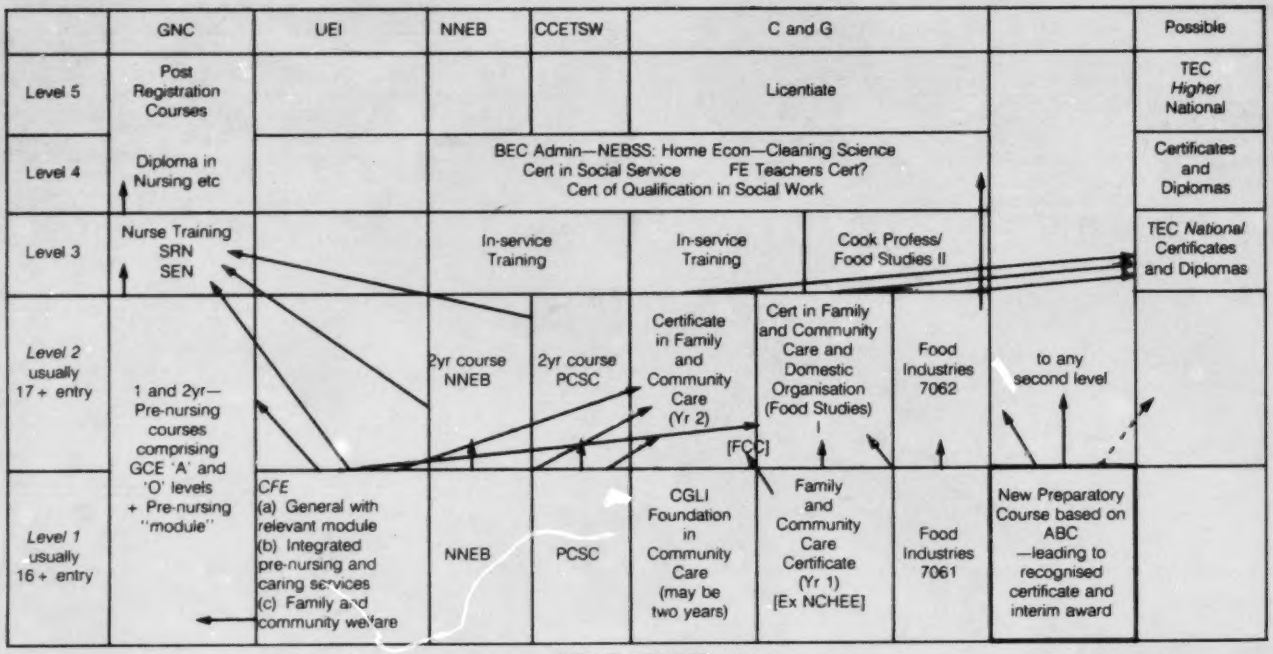
Assistant Housemothers
Posts in homes run by Barnado/Spastic Society/Church of England
Residential Child Care Officer with Social Services
Hospital Aids Centre (mature students)
Hospital unit for geriatrics
Nursing Auxiliary
Nursing mentally handicapped
Play Therapist in hospital
Occupational Therapy and Remedial Gymnast (after further training)
Social work (mature students)
Adult Training Centres
Play Group Assistant
Assistant Matron/Boarding School
Assistant Housekeeper/Boarding School
School Welfare Assistant
Nanny/Mothers Help
Home Help Service
Home Help Organiser after 3 years in residential home for the elderly
Clerical Assistant (Social Services)
Air Hostess (ground crew)
Police Force
Assistant to para-medical occupations (eg Chiropody, Orthoptist, Dental...)

Appendix 6a: Occupational Routes

FURTHER QUALIFICATIONS MADE AVAILABLE BY:—
1. Full-time study, eg TEC; Nurse Training (see Appendix 6b)
2. Part-time study, eg TEC; In-service Training; CGLI Courses

18+	SOCIAL SERVICE	HEALTH SERVICE	EDUCATION SERVICE	PUBLIC SERVICE	SERVICE TO INDIVIDUALS
	eg Day and Residential Care— Children Handicapped Maladjusted Elderly Home Care Adult Training Centres Assessment Centres Recreation Centres Playgrounds Play Therapy	eg Nurse Training— SEN and SRN Nursing Auxiliary Hospital Aides— Occupational Therapy Physiotherapy Geriatric Units Nursery Nurse Domestic Supervisory Service Dental Receptionist Child Minders	eg Nursery Nurse— Nursery Schools Nursery Classes School Matron Non-teaching Housemistress Cook/Housekeeper	eg Police Force Prison Service Fire Service Ambulance Service Airlines Steward/Hostess Shipping Lines HM Forces	eg Nanny/Mothers Help Cook/Housekeeper
17+	TO 2nd YEAR OF FULL TIME-COURSE	TO OTHER COURSES eg Catering Hairdressing Receptionist GCE 'O' level	DIRECTLY INTO EMPLOYMENT eg Sales/Clerical/Catering Assistant Mothers Help Swimming Bath Attendant	WORK EXPERIENCE SCHEMES	IF UNEMPLOYED, students are well equipped for useful VOLUNTARY SERVICE
16+			BASIC LEVEL COURSES		

Appendix 6b: Progression Possible from New First Year Course to Existing Ones, with negotiation of suitable credit transfers


GNC
UEI
NNEB
CCETSW
C and G
Possible
Level 5
Post Registration Courses
Licentiate
TEC Higher National
Level 4
Diploma in Nursing etc
BEC Admin—NEBSS: Home Econ—Cleaning Science
Cert in Social Service FE Teachers Cert?
Cert of Qualification in Social Work
Certificates and Diplomas
Level 3
Nurse Training SRN SEN
In-service Training
In-service Training
Cook Profess/ Food Studies II
TEC National Certificates and Diplomas
Level 2 usually 17+ entry
1 and 2yr— Pre-nursing courses comprising GCE 'A' and 'O' levels + Pre-nursing "module"
2yr course NNEB
2yr course PCSC
Certificate in Family and Community Care (Yr 2)
[FCC]
Cert in Family and Community Care and Domestic Organisation (Food Studies)
Food Industries 7062
to any second level
Level 1 usually 16+ entry
CFE (a) General with relevant module (b) Integrated pre-nursing and caring services (c) Family and community welfare
NNEB
PCSC
CGLI Foundation in Community Care (may be two years)
Family and Community Care Certificate (Yr 1) [Ex NCHEE]
Food Industries 7061
New Preparatory Course based on ABC —leading to recognised certificate and interim award
SCHOOL LEAVERS

A. National Association for Maternal and Child Welfare Basic Course and General Courses Parts I, II and III

1 All these courses deal with the care of children. At lower levels (Basic, General Part I) the emphasis is on continuing the young person's social education, using the growth of the individual in the family as the focus. The Part I syllabus does not have a specifically vocational focus and the training aspect is completed during the Part II and Part III courses. Only the possession of a Final level Certificate (Parts II and III) is claimed to qualify a young person for work with children, though it does not have the status of a formally recognised certificate in child care.

2 The Final level Certificate was designed to cater for young people who were not able to obtain a place on an NNEB course, though the suggested course length (50 hours minimum for theory, 40 days for practical work) indicated by the validating body does not approach the two year full-time requirement for the NNEB Certificate. This must affect the breadth and depth of the knowledge and experience which young people are able to acquire.

3 The course is expressed as a syllabus—a list of contents. Topics are drawn from the fields of human and child development and (to a lesser extent) social studies. The amount of formal concepts from relevant disciplines (biology, psychology) increases with course level.

4 At each level all students must cover all the course topics but sequencing of topics is left to the teachers. No formal guidance about teaching strategies is offered other than the headings "Lectures and Discussions" (covering syllabus) on the proposed scheme of work form, but a detailed list of Teaching Aids is recommended, incorporating some suggestions for implementing the curriculum. This form of curriculum, a syllabus list of topics with no detailed attempt to describe the classroom-based part of the course in terms of teaching strategies by which the central ideas can be communicated to students, nor any prescribed sequencing or relation to practical experiences, obviously leaves the greatest discretion to the teacher's professional judgement. This would be the course's biggest strength in a department with a firm basis of good practice; this might also, however, prove a weakness in schools or colleges where this firm foundation of good practice does not exist.

5 For the Basic level, course length is not stipulated, although 1½ hours throughout the school year is suggested.

6 At the General Part I level, a minimum time (a double period a week in school) is laid down but the ratio of theory to practical work is left to teachers. At Parts II and III the course is much more heavily weighted to the practical (40 full days as against 50 hours minimum for theory).

7 Assessment is terminal with an oral and written examination for Part I. The student must also complete a termly essay plus practical work Record Card at levels 2 and 3. Teachers' continuous assessments are taken into account, but no formal specification of experiences for practical work or classroom-based course work is offered, other than the list of tasks to be performed in the practical work. For Parts II and III the practical work Record Card is assessed by marking this list of tasks *good* or *satisfactory*. It is indicated that this kind of in-course assessment should be shared with the student. Teachers' and supervisors' assessments are also taken into account in the examination.

8 Students must have Part I before taking Parts II and III, but since the level II syllabus subsumes virtually all the level I syllabus, the two can be studied concurrently for (it is suggested) two terms, leaving the third term for the greater detail of the level II syllabus.

9 A young person who has completed the Basic or General Part I Certificate course will have followed a syllabus that covers the basics of human development in not less than "a double period a week" for a year. The student will have been taught the elements of child care as a preparation for parenthood rather than as a preliminary to working with children. This will have

*detailed syllabuses and commentaries on all these schemes can be found in a separate booklet, available from FEU in limited numbers. "An Analysis of Caring Courses"

been complemented by practical work, though the amount of this is not specified by the Association.

10 A young person with the NAMCW Final Certificate will have followed a more detailed syllabus covering normal and abnormal human development and the care of the sick child. He/she will have learnt about the needs of children when cared for outside the family, and the range of provision available. This will have been complemented by at least 40 days of practical work during the year.

11 The Certificate is not itself a qualification for entry to any other training course, though a Part I Grade A or B pass is accepted as one 'O' level for student nurse training. Final Certificate holders may go into some jobs similar to those open to NNEB Certificate holders, though the NAMCW Final Certificate is not a formally recognised job qualification.

12 The validating body has indicated that the Final Certificate is intended for young people who could not get a place on an NNEB course. On paper the syllabus for the Final Certificate covers very similar topics relating to child care and development. However the difference in course length is significant. Because the NNEB course is a full-time two-year course it has a "built-in" general studies element, and much more opportunity for practical work. The NAMCW Certificate course even at the Final level is nominally intended to be taken only as one of a group of subjects.

B. National Nursery Examination Board—Nursery Nursing Certificate

13 The NNEB course is the only one of these courses which can lead to a recognised final job qualification. This makes a significant difference to the vocational commitment of the students, and the way this is recognised during the course. (All subsequent remarks about the curriculum must be qualified by the rider that a revised form of the curriculum is to be released in the near future.)

14 Of those courses described here*, the NAMCW is obviously the nearest to the NNEB certificate in terms of course content and the vocational direction of students. If a student is taking NAMCW General Part I as a qualifier concurrently with Part II, then there may be very little difference between the vocational commitment of the students, though there is considerable difference in course length. If the courses are taken separately, however, the Part I student has a year of theoretical background and practical work in which to learn about the nature of child care and decide if it is what he or she wants to do. The parental perspective on the child is used as an initial motivator to stimulate students' interest, and is retained during what might be called the foundation part (Part I) of the course. This means that students who finally decide on other training or employment have, at least as potential parents, deepened their understanding of children's needs. The professional perspective is retained throughout the NNEB course, however, as, from the start, staff can base their teaching of the topics on the assumption that all students intend to work with children. For this reason no emphasis is placed, in the curriculum guidelines, on counselling students who change their minds, or on giving vocational guidance about alternative opportunities. (Evidence to the NNEB Panel of Inquiry appointed to review nursery nursing indicated CCETSW to be critical of this early vocational commitment, although the enquiry panel rejected this view). See A Future for Nursery Nursing, (paragraph 3.14).

15 Another distinctive feature of the NNEB course is its formalising of the General Studies component by offering a syllabus list of contents. The scope of these topics is potentially enormous, and the Board's guidelines make it clear that there is a great deal of flexibility possible in the interpretation and organisation of these elements, advising colleges to integrate them where possible with the vocational part of the course. The width of practice in college's interpretation of the General Studies syllabus could vary tremendously, but the Board carries out a periodic scrutiny of course content to safisfy itself that the range of variation falls within acceptable limits, and in fact has identified considerable consistency.

16 Some topics that in the NAMCW child care course are included in the "Child Care and Development"

*(a pilot one-year full-time Advanced NNEB Course was started in 1976, but is not included in the description here.)

of the syllabus, are here in the General Studies syllabus (notably some human biology topics, and sociological and psychological perspectives on the family). It could make a great deal of difference in practice whether that topic was covered by a subject teacher with specialist knowledge of that particular discipline, or a General Studies teacher with a broader humanities background, or one of the vocationally qualified teachers linking it directly to the practical part of the course.

17 A further distinction between these two child care courses is that the NNEB course makes no prescribed division between first and second year topics, and leaves decisions about sequence entirely to the teachers. The combination of these two features means that in practice there may be some variety in the breadth and depth of students' knowledge and experience between different NNEB courses, both at particular points during the course (a relevant issue for potential drop-outs,) and to a lesser extent, at the end of the course, although the base level of the qualification is more or less guaranteed by the final assessment. Again the major controlling influences operated by the Board over this variation are the regulations governing practical work and periodic scrutiny of course content.

18 All the courses described in this report stress the importance of allowing college staff great flexibility in course organisation in order to respond to local needs. Such variety must be a very necessary part of caring courses and can be considered one of their strengths. In respect of such variety on NNEB courses, however, two things follow that have particular relevance here. Staff giving advice and guidance to students who decide to leave before the end of the course, or who have been advised to leave, would find it useful to know the depth to which a student had studied a particular topic, or the breadth of work covered, before they could offer the most helpful advice about what to do next.

19 The second result of the variety concerns the validating Body's own concern to control standards and variety within the range. In other curricula currently being rewritten or revised, the behavioural objectives model has been adopted because it is thought to promote a more secure standardisation of the competencies achieved by the end of the course.

20 The young person who possesses an NNEB Certificate will have followed a two-year child care course that concentrates on the care of children from 0–7, with a high proportion (40%) of practical work, and a syllabus that includes a General Studies element, in addition to child care and development. The NNEB course is the only one of those described here that gives the young person a job qualification that is formally recognised by local education authorities and social services departments as a terminal qualification. The report of the NNEB Panel of Inquiry makes several significant comments about limiting factors on the career prospects of NNEB Certificate holders however, and the limitations on the currency of the certificate underpin much of what this paper is aiming to achieve.

21 The Certificate is not a qualification for any further course of training, nor does it count as a formal credit towards any other training course. Young people on NNEB courses do not generally take any additional examinations ('O' or 'A' level, for example) that might help qualify them for further training courses at a later stage in their career, although some colleges include such qualifications as English 'O' level, or Communications and Numeracy work.

22 The NNEB Certificate's usefulness to students as a job qualification is an obvious attraction, but young people entering the course at 16+ might be thought to be narrowing their vocational options at an early point. An interest in looking after children is the motivation that brings them on to the course, but in the two years it takes to qualify, some students may well begin to change their minds about this. Others might benefit from learning about other jobs where their skills and knowledge would also be useful. At the moment the needs of neither group are met within the course.

C. Preliminary Certificate in Social Care

23 The Preliminary Certificate in Social Care (PCSC) is a two year full-time course which offers a combination of elements similar to those of the courses previously described: personal development, continuing general education and vocational preparation. For this course the vocational aim is to offer young people vocational preparation rather than training. The Council empha-

sises that the PCSC is not a final job qualification in itself, but should be seen as the first stage of a career in the personal social services, with subsequent qualifications and further training open to young people.

24 Some part of the wider vocational preparation aim is met by the provision of careers education and guidance on all courses. Course guidelines stress the importance of staff counselling students about their progress during the course, suggesting alternatives to them if necessary, and offering guidance about the wide range of opportunities available to Certificate holders. An "Introduction to Work" study area is recommended since most students are hoping to go in to their first full-time job at the end of the course.

25 The curriculum is outlined in the handbook "Regulations and guidelines for courses leading to the Preliminary Certificate in Social Care—CCETSW Paper 16:1 April 1980." It is given in the form of operational objectives complemented by an outline of course content. The list of course objectives is given in full in Appendix C. It includes those which relate to the vocational area, and which are common to other courses described here. One distinctive feature of this course, however, is the recognition that young people may need time to adjust to the kind of learning expected of them on a college course. Accordingly some of the objectives relate to the acquisition of study skills rather than theory or practical work. This recognition seems something that would be useful for all young people entering these courses.

26 The study areas are outlined in the handbook as a list of topics under four headings. The first area, "*Human Growth and Behaviour*" includes the topics covered in the NAMCW and NNEB syllabi, but extends the focus to cover all age ranges, including adolescence, adulthood and old age.

27 The second area "*Response to Human Need*" introduces both the personal and professional perspective, including caring in the family and community, and introducing statutory and voluntary provision. This is extended and dealt with in the third area where social services provision is studied with greater detail than is given in the NAMCW or NNEB courses, although the new NNEB syllabus redresses the balance.

28 This wider view might usefully be adopted in the child care course. Many of the comments (some made in the case studies here, others by reporting bodies) about the increasingly stressful nature of much child care work would seem to support the idea that knowing more about the other professionals they may meet as part of their jobs would be useful for those intending to go in to child care.

29 The break suggested between first and second year subjects is similar to that for the child care courses: normal development in the first year, deviations and other problems in the second year. Whether it is always possible to parallel this with placement experience is not clear. Here proper supervision and informal teaching by placement staff may play a great part in developing and supplementing students' undestanding.

30 The increased amount of time spent on the structure and institutions of society ("*The Legislative and Administrative Framework*") means that the PCSC student is also receiving some basic political education that all young people on these courses might find useful. (The City and Guilds Community Care course also includes objectives on developing political understanding.)

31 Many of these features stem from the fact that the Council has been able to incorporate some good practice features from the information gained through their surveys of college work. Along with the widening of their objectives (to include emphasis on personal development, introduction to work, study skills, etc) this has enabled them to suggest one interesting possible form of organisation: that of colleges co-operating to offer shared teaching to students on a number of different courses, as a kind of "taster" term, delaying registration until after they have had a term in colleges.

32 There is the same reluctance in these Course guidelines to specify teaching methods (for a reason similar to that given in other courses, ie a recognition of the need to allow teachers to use their professional discretion to adapt their courses to suit the needs of their students and local practical work opportunties). There is the same emphasis on using the students' experience reflectively during the course, so that their

own experience serves as the raw material to which the concepts and ideas of the content are applied. This aspect of all these courses, where successfully carried out, must surely be one of the features which proves of the greatest benefit to students in terms of their own devlopment and maturity.

33 The PCSC curriculum guidelines, though they offer a contents list by topics, are more insistent on the need for colleges to be clear about how they will communicate these topics to students, and translate the curriculum into practical terms. The Council asks that objectives should be drawn up for each of the study elements of the course, and though sequencing is left to the college, they should indicate how this sequence integrates theory and practical work, and how the resulting study area objectives relate to the attainment of general course objectives by students.

34 The final most distinctive feature of the PCSC course concerns the assessment procedures. Students' progress is monitored by continuous assessment throughout the course, and there is no terminal examination. Failures on PCSC courses are rare, as adequate counselling support and guidance, and effective monitoring by continuous assessment should enable students to withdraw before reaching final assessment. The rate of withdrawal of students on PCSC courses is fairly high (slightly over one quarter) indicating that the counselling and guidance offered by staff does enable students to change their mind about their choice of course, having had the opportunity to test out their choice.

35 A useful feature of this course is that the Council asks that an appeals procedure should exist for students to use if they wish, after the final assessment; thus protecting students' rights in the assessment process.

36 At the end of the course the young person will have completed a course giving a broad introduction to work in the personal social services, and a considerable proportion of practical placement experience at a basic level. The course is not a terminal job qualification, but is recognised as a useful grounding for a wide range of jobs in childrens' home, hostels, day care centres, old peoples' homes, and care assistants' jobs in many settings. The young person should also have been able to add to their formal "O" (sometimes "A") level qualifications.

D. City and Guilds Foundation Course in Community Care

37 The Community Care course is as its name implies, a course offering young people a general vocational preparation for work in the caring field in the widest sense. In this respect it would seem to share some common ground with the PCSC, but the distinctions between the two are more significant than the similarities. The two courses are intended for different groups of young people: where a PCSC course is expected to recruit students who will study for "O" levels (sometimes "A" levels) during the course, the Community Care course, is intended for young people who have not necessarily achieved a great degree of academic success. The intention of the Community Care course, as with other Foundation courses, is "to offer an alternative curriculum to the academic one and to provide recognition of achievement in other more practical skill areas." Consequently the City and Guilds makes no recommendations about the use of academic criteria during the selection process.

38 The PCSC course recruits only school-leavers of 16+ (sometimes over this age, but not usually over 20), Community Care courses can be offered, not only in further education colleges, but also in schools. Young people in their fourth and fifth years may study for a Community Care Certificate, as well as those who have stayed on for a year in the sixth form. The course can also be offered as a school college link course.

39 The PCSC course is always a two-year full-time course with a significant proportion of practical work, (a minimum of 84 days in not less than four placements). The Community Care course is commonly run as a one-year course; though two-year courses do exist. It may be taken full-time or as one part of a wider curriculum. There are no formal requirements for the amount of practical work, though a day a week is suggested.

40 These variations in the forms of course organisation and the ages of the people who are recruited on the Community Care courses mean it is very difficult to make general statements about the purpose of the course. It is intended to offer a vocational foundation, using the vocational interest of the young person as a vehicle to continue their general education. Certificate holders may complete their vocational training by undertaking a further course in the specific area of their choice. In many cases this may be one of the other courses described here. If the young person is academically as well as personally suitable, this may be, for example, an NNEB, PCSC or Home Management and Family Care course. This will probably only be an option open to young people still eligible for a grant. Some colleges, however, are using the Community Care course as an alternative for young people who cannot get on to one of the other courses, (most commonly PCSC) either because they are not considered suitable recruits or because places are not available in their locality. In such a case the course will see its main aim as preparing students for employment rather than further education, and many of them proceed into occupations which may include working with people, but not necessarily in the caring situation.

41 Young people who have achieved Distinction or Credit grades in all (eight) components of the course can offer this as a suitable alternative to one of the "O" levels required by the GNC for SRN training. Others may go on to SEN training. Those who go directly into employment may seek related jobs in child care (as nannies, day nursery helpers, assistant houseparents etc), or possibly work in the health service in auxiliary or domestic jobs. Others look for employment of a more general kind, frequently in service areas such as distribution, where they meet the general public.

42 The comments above summarise the distinctive features of the Community Care course in respect of its vocational purpose. There are other points it may be useful to make about the internal features of the course, ie its curriculum structure. The most noticeable difference between the published syllabus for this and the other course described here is the much greater level of detail of the syllabus for the Community Care course. Where other published course guidelines contain overall course objectives and brief descriptions of content the City and Guilds syllabus lists detailed objectives for each content section. The resulting syllabus guidelines run to several pages of content specification. Attainment in each section is assessed partly by continuous assessment and partly by a nationally set and validated multiple-choice examination. The existence of such an examination makes this level of syllabus detail understandable, but in a course that is intended to last one year full-time such a level of detail makes questions of depth and breadth problematic.

43 There is a large amount of common ground between this and other courses. The Foundation course guide scheme makes it clear that students should cover the same core topics as form central parts of all these courses. Human development, child care, the family, and home management are listed. A study of the Welfare State and Social Services provision including the range of professional roles, responsibilities and occupational opportunities is required. Environmental Studies, Social Studies and social history are drawn on to provide a conceptual background to these topics. Communications and numeracy work, some consumer education, environmental education and the opportunity for leisure activities are also to be provided, along with appropriate careers education and guidance. Students should understand the scientific principles underlying vocational and environmental parts of the course. Practical work is intended to provide the "simple practical skills commonly required in the main occupations in the community services."

44 However, although the breadth of topics is similar to that covered by the syllabus outline for the PCSC course, the differences in course length, and the ages and academic levels of students recruited must mean that there is a considerable difference in the depth to which the topics are studied, a difference that will be reinforced by the varied amount of practical work undertaken during the course. Locally devised or modified courses may solve the problem differently, but it does seem that a fundamental problem with the Community Care syllabus is that it is trying to do too much at once for a one year course. It is attempting to cover a very complex vocational area—hence the breadth of the syllabus—while ensuring all young people have the

necessary background of general education to make sense of this complicated picture. For those young people who go on to other courses some repetition of teaching seems inevitable, while for those who go directly into employment it seems difficult to see that there could be an exactly equivalent level of competence and understanding achieved by all students possessing a Foundation Certificate in Community Care.

E. Pre-Nursing and Caring Services: Inter-Regional Certificate in Further Education and Union of Educational Institutions Scheme for Modular CFE

45 Pre-nursing courses present particular problems when treated as a single category for the purposes of description. Courses are regionally and college-devised and assessed, and their particular aims and content may vary widely. The fact that nursing itself is a career with two very distinct levels of entry, and the fact that competition for places in Schools of Nursing makes the possession of "O" and "A" levels increasingly important means that the label "pre-nursing" may be attached to courses which differ greatly in student intake. At one end of the scale, those intended for the student aiming at SRN training may give priority to allowing students to increase their academic qualifications (mostly "O" levels in one year, sometimes "A" levels in two years), and only a minor part of the course may be given over to a vocationally related college devised syllabus. At the other end of the scale, however, courses have existed for some time whose main aim is to take on young people of average levels of formal academic achievement, who intend to apply for SEN training. The courses are organised around this aim, but also give an introduction to other jobs that would be open to the students should they not be accepted for SEN training or should they decide, during the course, that they want to do something else.

46 This section includes descriptions of two courses: the Inter-Regional CFE in Pre-Nursing and Caring Services, and the Union of Educational Institutions' scheme for the CFE. The first is chosen as an example of a regionally set and validated course that caters for a large number of students over a wide geographical area (over a thousand entries are expected in the current academic year), and the second, though catering for a smaller number of candidates (over three hundred in the current year*) has some particular features that may be of more general interest. Neither course is one that gives priority to the young person who wants to increase his or her number of "O" level passes, rather they are both representative of courses that are concerned to place nursing in the context of other caring jobs, and to provide a range of options to choose from, giving a broader vocational foundation.

47 Both courses offer students core studies plus options. The Inter-Regional Pre-Nursing and Caring Services CFE, being more directly focused on nursing, offers Biology and English as the core, while the UEI course core is Numeracy (with Computation) and Communication and Complementary Studies. The young person supplements the core by selecting from a range of options. For the Pre-Nursing and Caring Services CFE three options must be chosen from the following: Social Studies (covering child growth and socialisation, the Welfare State and some study of social problems,); Social and Medical History; Physical Science, which includes numeracy (to underpin the biology core studies); Maths for Everyday Life; Food and Nutrition (focussing on the planning and preparation of meals including institutional catering); and a Caring Skills option, which makes formal provision for placements. The CFE is planned as a notional one-year full-time course (1020 hours) with four hours a week for each core and optional subject. Additional time is taken up with visits, placements and recreational activities. For the UEI scheme the optional studies cover an enormous range of different kinds of work. Modules relevant to caring work include Child Care, Institutional Management, Public Services and Environment, Health and Nursing, and Science of Health in Society.

48 In both courses, the range of options means that students who may have initially only thought of nursing as a possible job can widen their range of choices by studying other occupational areas. The reason for including the UEI course here, is that the organisation

*these numbers include students following all options, of which the "caring" group totals about ¼.

of the options has one significant difference: there can be taken as blocks of study at different periods during the course rather than continuously throughout the whole year. This seems an arrangement that adds to the possibility of the course pattern being chosen to suit the young person's developing interests, recognising that the initial career motivation that brings the on to the course may well change as their knowledge increases.

49 The other important factor worth noting at this stage is that while the options course pattern allows for freedom of individual choice, the curricula for the options are planned to overlap so that all young people have the opportunity for continued work in numeracy, some relevant social studies background, basic science, and the development of practical skills. The Communications or English core of each course ensures priority will be given to this area.

50 Fundamentally these two courses are serving the aims of vocational preparation, and many students go directly into employment at the end of the course. Being essentially planned to be a one-year course the depth of study and opportunity for extended practical work in placements will be more linked than the course with a more direct vocational focus.

51 On both courses credits have been established for one form of further training: a credit level in three of the subjects (details are given in the "currency" section of Appendix E) gains exemption from one "O" level for entry to SRN training. Course guidelines stress that the biology and/or physical science content of the syllabus is not meant to interfere with the teaching of those subjects in nurse training itself. It is presumably useful, however, for an intending nurse student to find out if they can cope with those subjects especially if they have studied little science in their final years at school. For the young person finishing the course in one year with still a year to go before beginning their nursing course, the intervening year allows them further time to sample other jobs, or take a course to increase their formal qualifications. (Presumably the latter is becoming more common as jobs become harder to find.)

F. National Council for Home Economics Education—Home Management and Family Care Certificate
(as offered up to 1982/83. Last Examination 1984)

52 This is a two year full-time course "designed to cater for the needs of the girl of good sense and practical outlook who is interested in people and in community and family welfare". The course offers the familiar combination of practical work and college-based teaching, and as the syllabus stands at present, offers the greatest possible flexibility for colleges to organise a course related directly to their local employment opportunities, and to suit their particular student intake. It is the only course outline to emphasise that: "the course should be based on the students' previous experience in secondary education", and suggests that the final pattern of the course should be decided after "preliminary discussion with the students" (NCHEE Regulations page 2). This advice probably reflects the fact that, certainly the Home Economics area of the syllabus, and possibly other areas too, may well have been part of the students' timetable for several years in their secondary school curriculum. (This realisation has wider implications, which have been dealt with in the overall analysis of caring course curricula). The length of the course means that students have a large amount of time to devote to practical work, and their level of competence on completion of the course must be correspondingly higher than would be the case for a one-year course: the Home Economics Theory and practice part of the course, taken together with the practical work account for half the course time (a suggested 2000 hours) overall.

53 Certificate holders have a wide range of jobs open to them, from work in private households to work in caring institutions also open to students from the other community care courses; understandably residential work accounts for a large part of these opportunities. Discussions are currently taking place between the Council and the City and Guilds about the reformulation of the Certificate Course from September 1981. The Certificate course will remain as it is until 1983. The intention is that the Certificate course will become part of a career structure of Home Economics qualifications, the higher levels of which wil be validated by TEC. The two higher level two-year courses will be the Diploma in

Home Economics (with a four 'O' level entry) and a Higher Diploma in Home Economics (minimum entry qualifications of one 'A' level). Mandatory grants will be available to students taking the Higher Diploma. The new Certificate course is intended to be comparable to a "craft level" qualification* for the Home Economics field. The intention is that young people should achieve the first level of qualification at the age of 18.

54 The main area of course content covers practical home management and the care of the family. Some of these topics are dealt with (in less detail) on the Community Care course, and some content on child care is shared with other courses, though the age range is again wider here, including domestic and institutional care for all age groups.

55 Although the course concentrates on Home Economics as the main vocational area, the syllabus is widening its focus to look at other caring jobs. The point has already been made that the advantage of these courses is that the syllabi are laid down in broad terms by the validating body to allow for flexible interpretation by colleges so that particular local employment conditions can be met. As jobs get harder to find however all courses must be under some pressure to widen their syllabi to maximise students' chances of finding a job. This increases the degree to which previously distinctive courses have begun to overlap, and the HMFC course is probably no exception to this.

56 The course is intended to recruit young people of good practical skills (rather than the academically well qualified. It offers a considerable amount of practical experience in Home Economics over the two years and is the only course to offer this level of Home Economics training. For young people who wish to develop their careers the new structure of courses should establish a ladder of qualifications. The Certificate does not give the young person formal credit for entry to any other training courses.

*From September 1983, it is proposed to offer a new course, within the structure of the CGLI. This is the new City and Guilds Certificate in Home Economics for Family and Community. The first examination will be offered in May 1985. Broad details appear on the summary chart on page 4, and CGLI make the following comments: "The new scheme which has been jointly developed by the Institute and the NHECC has already included a number of the points raised in the consultative document. It must be stressed that the new certificate is based upon a two-year programme and there is a basic assumption that young people are interested in Home Economics. There is provision for entry into the second year of the scheme and the Institute would expect to transfer into the second year of this course from Foundation Courses in Community Care and Food Industries at the discretion of colleges. Work placements are a requirement and it is expected that a wide range of experience will be provided with the elderly, handicapped and the young, etc. Detailed notes are in preparation on providing teachers with assistance in profiling, record keeping and evaluation and on the management of work experience. Moves are already in hand to establish credit entry into other courses and in planning a ladder of qualifications for home economists.

In designing the scheme a decision was taken against providing certification at the end of the first year, as it was thought that a two-year programme was required and that the maximum flexibility should be allowed to teachers to plan their programmes over the two years. However, in order to facilitate entry into the second year a suggestion of a first year and second year split is provided.

1 The following case studies provide brief descriptions of the range of caring courses described in this report. They have been chosen to provide a cross-section of catchment areas, and include courses recruiting in inner-city, suburban and rural areas, in different parts of England. The overall picture that emerges, even from such a brief study, shows the flexibility of response to local employment opportunities referred to in the course description, but also shows that for students at particular levels of formal qualification, their chance of getting on to a particular caring course will depend, amongst other factors, on where they live. A comprehensive case study would attempt to identify the variables that affect the courses in each particular context. This is not the purpose here: rather it is to give a thumbnail sketch of the courses to help balance the descriptions from published sources, and to show how the same course can be serving different purposes in different places. *They should not be taken as typical*

CASE STUDY A: INNER-CITY COLLEGE

2 The college in this case-study is a college of further education situated in an inner-city catchment area, drawing its students from a relatively local area. The intake reflects the multi-racial character of the local population. The caring courses are run by the Department of General Education, and the three featured here are City and Guilds Community Care, PCSC and NNEB. The first two are dealt with in greatest detail to give a fairly complete picture of how the two contrast when the first is run as a course of general vocational preparation, with the stress on extending the students' general education by using the vocational interest as a motivator. This is not necessarily how students would see the aim of the course, however, since they initially apply for other caring courses and have definite vocational intentions. The head of department commented that it was probably an advantage, from the staff's point of view, that personal development and vocational skills could be meshed in this way, but raised the question of whether merging the two was such a good thing as far as students were concerned, and foresaw the time when an even clearer distinction between the two might need to be drawn.

i. City and Guilds Foundation Certificate in Community Care

3 This course is defined by the course tutor as an "integrated general education course with a vocational slant", intended for students who had achieved middle range CSEs at school and appear to have greater potential for achievement. Students showed an interest in the caring profession, but were assessed as not yet being ready for a preparatory course (eg the PCSC) either by reasons of personal immaturity or because of academic difficulties. The course aimed "to give students assistance with basic academic skills, superficial experience of a variety of relevant work placements, careers guidance and the time and motivation to mature a little more".

4 SELECTION. The principal source of students was those who had applied for other caring courses, and had been rejected. On the whole they had CSE grades

CASE STUDY COLLEGES AND THEIR COURSES

COLLEGE	COURSES				
A—Inner City College	Foundation Cert in Community Care	PCSC	NNEB		
B—Metropolitan College	Foundation Cert in Community Care	PCSC	NNEB	Pre-nursing	
C—Suburban College			NNEB		HMFC (including NAMCW, and pre-nursing)
D—County College		PCSC	NNEB	Pre-nursing	

3 and 4, but some without these were accepted each year if they had special reasons (eg truancy) or were special cases (eg an ex-ESN(M) school student) but were still thought to have some potential. The course tutors believed there was "more room to take risks" by accepting such students on the Community Care course as the placements were shorter and the course was not so vocational, placing the clients at less risk. Following their rejection from the normal selection procedure, candidates were interviewed by college staff.

5 CURRICULUM. The priorities for the course were seen to be helping non-academic students achieve their academic potential, using the vocational focus as a motivator. One definition used was that it could be seen as a "life skills" course, aimed at equipping underachieving students to handle their lives more effectively in all areas—in employment, in personal life, financially, practically and within the community.

6 The general education purpose was seen to be the main reason for the breadth of the syllabus, which was "wide enough to hold the students' interest" but did not demand a depth of study which such students would find intimidating. The breadth of the syllabus was seen to give rise to some problems, however: some material did not interest students because of its apparent irrelevance (notably environmental studies work on pollution and resources). There was not enough time for extended project work which would allow students to pursue a particular interest in greater depth, and this was felt particularly to be a limiting factor on these students' progress. Although course integration was implied by the syllabus in practice this was difficult to achieve when the syllabus was organised in subject areas rather than by topics, since the latter was felt to give greater opportunity to allow subject teachers to "feed in" to the treatment of a topic. In the course tutor's opinion there was not enough human biology in the syllabus, (especially important when so many students were interested in nursing). With extra coaching some students had been able to sit for 'O' levels, submitting their course work folders for the assessment in these mode 3 syllabus exams.

7 ASSESSMENT. All course work was submitted for the assessment, and the final grading agreed between the course tutor and the assessor gave individual effort priority in this. There had been cases where it had been extremely difficult to agree one common grade in the communications element for both numeracy and communications when students often differed in their achievement in each area. Staff appreciated that a multiple-choice test was appropriate when breadth rather than depth was the aim of a syllabus, but felt that the level of difficulty of questions varied more than was desirable. In addition the format and layout of the multiple-choice exams was felt to be unhelpful for the sort of students for whom the course was intended: layout was dense and complex, columns had to be read vertically, and since a standard format was used, some part of it was always irrelevant for the students. Tutors also commented on the discrepancy between the time taken by students to complete the papers on the communications section, whch was felt to be of a much higher level of difficulty and always took much longer to complete, whereas other section papers were completed well within the time limit.

8 DESTINATIONS. Some students went on to other courses, (PCSC; NNEB; pre-nursing—'O' level), some to related jobs (care assistant, nursing auxiliary) others to work in unrelated areas (shops, hairdressing) though it was accepted that the course was not a direct preparation for caring jobs in the same sense that, for example, the PCSC course was.

9 The tutor's overall conclusions about the course were that she felt it was too restricting, since, with the students that they accepted, she interpreted "I'd like to work with children" as indicating that the student did not feel confident to work with adults. For many students the course tutor would have liked to see a wider range of job options covered during the course, and the opportunity for students to transfer across to other courses above a basic entry level.

ii. PCSC

10 INTERVIEWS. All applicants for this course (between 70 and 80 applications were received for 20 places) received a first interview by the course tutor and assistant course tutor, who assessed whether the student had a realistic idea of what the course involved, and whether they had the ability to begin to conceptu-

alise in relation to their own experience. This was important as the interviewers were looking for academic potential without using formal examination success at school as the necessary or sole guide. (School reports were used to help assess potential of academically poor students. The tutors stressed however, these were often seen to be unhelpful. The course tutor said "A bad report makes me interested".) School reports were balanced by the potential they saw in a student, and relevant experience (baby-sitting, voluntary work, etc) was taken as a "display of commitment". The range of academic qualifications possessed by PCSC students at interview went from CSE's at grades 2 and 3 to 8 'O' levels, (though very few were at that end of the scale). A candidate with only CSE 3s and 4s had to be seen to have the potential to develop academically in the two years of the course. This was usually indicated by a higher degree of maturity, verbal ability and a large amount of relevant experience. At the end of the first interview tutors had privately graded applicants, and approximately 40 went through to a second interview. This was an individual interview with a professional social worker (training officers were used). Professional criteria were most important at this second interview: motivation, a realistic approach and positive attitudes.

11 SYLLABUS. The main difference between this course and The City and Guilds was the greater depth. The present syllabus had evolved from the child-care focussed syllabus used for the preceding PRC course. The vocational focus was wider, and the Human Growth and Development Core covered a longer age range. Some topics were taught by staff with a professional social work qualification rather than a subject specialist: such topics included social policy and Administration, and Residential Day Care Management. 'O' level teaching for English and Sociology was serviced during the first year of the course. (Students already possessing these subjects took others.) A student could pick up 4 'O' levels during the course (occasionally 'A' levels were taken at evening classes) and the success rate was about one-third. The fact that the vocational core of the course was not tied to an exam was felt to be a significant difference between this course and the City and Guilds Course by those staff who taught on both courses.

12 Placements occupied one day a week throughout the course, (taking in six over the two years) with a one week block twice a term to give the student a chance to settle in, and subsequently to consolidate their experience. For their placements in the first year, students were offered nursery and infant classes, day nurseries, and junior schools and playcentres. (No choices were given, all students having experience of work with babies to eleven years old.) Second year placements were offered a choice, and covered children's homes, old people's homes, a hostel for physically handicapped adults, Adult training centres, day centres for adults, intermediate treatment centres, special schools, work with mentally handicapped children, hearing-impaired children, and a three week block in a boarding school for the hearing-impaired. It was stressed that the choice of second year placements must allow a student to follow their own interest.

13 Tutors' liaison with placements included a minimum of one visit a term. Although this was an inner city college, placements ranged over a wide geographical area of 80 miles, involving eleven different boroughs. Placement supervisors provided termly reports. The course tutor commented that these had occasionally been unsatisfactorily in the past, but with the increase of CQSW and CSS qualified staff the professional level of placement supervision had risen. Indeed this had been found to offer a spin-off for the staff's own professional training, since supervision could be used as a vehicle for in-service training. Supervisors' reports were essential, both in the continuous assessment of students and in the final assessment. The course's external assessor was the local social services training officer, with whom some contact was maintained throughout the course.

14 Final assessment included a display of work done during the two years. This included case notes, client reports and case work folders on each subject, complemented by a long tutor's report covering placement work, college performance, relationships with peers and the student's personal development. The assessor also interviewed each student individually. In addition there was a group assessment of progress.

15 Students' destinations after the course included jobs in children's homes, residential child care work,

work with handicapped adults, care assistants, psychiatric nursing, nursing auxiliaries, au pair work, residential and day care work, and a job as a play therapist in a hospital. (In this case the matron had preferred a PCSC student although an NNEB Certificate holder had initially been asked for. This was thought to be due to the wider background provided by the PCSC course rather than any difference between the personal merits of particular applicants.)

iii. NNEB

16 The college provides a hundred places for NNEB students each year, running four classes; for which about two hundred and fifty applications are made. Selection is initially by a college English test. Applicants not accepted for the NNEB course are passed on to other courses within the college and to other colleges. The college makes no requirements about formal qualifications; the course tutor commented that applicants were less likely to have 'O' levels than would be the case in other areas because of the catchment area: fewer students with 'O' levels were represented in the college intake overall.

17 The main comments made by the course tutor in relation to the changing focus of the content concerned the widening of the syllabus to include areas such as work with the handicapped, work in social services provision, in hospitals and as nannies in private families. While accepting the need to recognise the greater variety of types of work that Certificate holders took after the course, the course tutor expressed the option that the course content was under pressure. She was concerned that covering so many areas with relatively immature and inexperienced students as part of their basic training inevitably led to the superficial treatment of topics which merited a greater depth of study.

18 Placements offered to students covered the age range with work in day nurseries, schools and hospitals, and students left the course to work in all the places already mentioned. The course tutor questioned whether the two day a week arrangements for placements was adequate preparation, in view of the specialised nature of some of the places NNEB holders went on to work. In line with her earlier reservation about the depth of study possible to complement the practice she suggested that adequate study of particular areas would be better provided as specialised in-service or post initial qualification training. This may well be a reflection of the same kind of concern expressed in the PCSC guidelines that it may be appropriate to consider a Certificate holder in work immediately following basic or preparatory training as having a status akin to that of a "trainee". The two are not equivalent, of course, since the NNEB is a terminal qualification, but it may well be that the demands of the newer and wider range of jobs merit a reconsideration of the level of expertise, maturity and preparatory experience that it is possible to acquire after a two year course usually taken on leaving school.

CASE STUDY B: METROPOLITAN COLLEGE

19 This college of further education in the West Midlands has a wide and varied catchment area: it draws students from the metropolitan and country area around it, so its students come from the city, its suburbs, and the surrounding rural areas.

20 The department recruits some 80–100 students each year for its caring courses, and offers City and Guilds Community Care, PCSC, NNEB and a pre-Health Services Course. All are two years long.

21 This college is doing something different from the previous college with its Community Care Course in that it had decided to run it as a two year course, and use it as vocational preparation for students of lower levels of formal academic achievement; recruiting those who would not be accepted for the other courses, and using it as a "safety-net" to catch students who could not keep up with other courses. Cross-timetabling of subjects and the provision of many externally assessed certificates during these courses means that in effect this department is already operating a kind of ladder of caring courses, and indeed it is part of the development envisaged by the Senior Lecturer with overall responsibility for these courses that such a structure should be formally recognised within the department.

i. City and Guilds Community Care

22 The Community Care Course in this college is run as a two year full-time course. Being two years, it functions as a vocational preparation course, but principally aims at jobs: the expressed intention is not to feed students in to other courses. Personal development is stressed as the most important aim, with general education and vocational preparation being subsidiary aims.

23 Selection is by referral from applications to other courses, or from a response to recruiting literature. Applicants are likely to be in the CSE grades 3, 4 and 5 range rather than from 'O' level groups at school. The main thing looked for at interview is commitment to the course, though the vocational aspiration will be as vague as "I want to work with people/children". The course also recruits some students who, having previously been accepted for other caring courses in the summer term, find their exam results much lower than they had hoped or needed.

24 The curriculum followed the Guide Scheme but had been "redrafted". All students took English (as with the previous college, a mode 3 'O' level was run) and Social Studies (offered at 'O' level or CSE). They also took needlework, craft and cookery. A programme of Health Care, including the study of childhood ailments was included, and a more comprehensive child development syllabus than was indicated on the guide scheme. All students took First Aid and home nursing certificates, and the RIPHH* Certificate in Community Care. The Senior Lecturer commented that the syllabus "on paper" looked like the PCSC course but thought it too comprehensive for the level of student maturity and ability intended. It had been decided to retain two years as the length of the course however, because it was felt this allowed students more time for personal development, and time to pick up additional qualifications.

25 A much more extended and graduated programme of placements was possible over the two year period. The day a week on placements in the first year included, as well as the usual range of schools, old people's homes and clinics, places such as shops and garages where students "met the public". Three placements a year were covered, and two three-week blocks were provided each year, the final one being in a residential setting to give experience away from home. In the second year students spent half a day a week with handicapped children, working in one of 3 groups of combined PCSC/CC students; students worked one to one with a child, supervised by a tutor.

26 Students became what were called "grass-roots" workers (nannies, mother's helps, SEN, care assistants in children and old people's homes) rather than going on to further training and this was felt to be the principal difference from the PCSC course. The Senior Lecturer expressed some reservations about the multiple-choice assessment papers, feeling that this had a restricting effect on course coverage, and did not adequately test other desirable qualities such as problem-solving, decision-making or creative thinking.** She also had reservations about the comparability of Community Care Courses, having recently accepted a student from another college who had gained distinctions in their one-year Community Care Course, but who was now having difficulties on the PCSC course.

ii. PCSC

27 The Senior Lecturer felt there was more equal balance of the 3 aims on this course. The college recruited students who seemed to have a clearer idea of their own job aspirations, though they initially focussed on "children" and the course aimed to widen this focus for them. The average level of entry was two 'O' levels or CSE 1s, and the intention was that students would leave with five 'O' levels or their equivalents, picking up 3 as an integral part of the course. (English, Social Studies, Human Biology, Home Economics, and Needlework could all be taken at 'O' level.) In addition they took other certificates during the course: a home economics qualification, the NAMCW General Part I, St John's First Aid Certificate and the RIPHH Community Care Certificate at the end of the first year. This was felt

*RIPHH Royal Institute of Public Health and Hygiene

**CGLI point out that the multiple-choice tests are not, of course, designed to do this. The major course-work assessments are intended to do this

to be an advantage in helping students to pace themselves and have a goal at the end of the first year of an otherwise continuously assessed course. In practice the number of certificates taken meant that there were not many areas of the curriculum that were not externally assessed, and this was felt to be beneficial from the point of view of both staff and students.

28 Students went on to work as nannies, in residential and day care centres, in children's homes and day nurseries, as care assistants in special schools, and old people's homes and to enter SRN nurse training. It was felt that by providing all students with 5 'O' levels the course safeguarded their career prospects by equipping them with the requirements for CSS. (Those with more 'O' levels would do at least one 'A' level.) Many students came back as part of their in-service training for CQSW. Overall the Senior Lecturer expressed concern about two things; the need for standardisation of the syllabus to ensure currency for the provision; and the need to see a clear career avenue for PCSC students into social work.

iii. NNEB

29 The vocational aim was given clear priority in this course, and in the case of this particular course, in previous years the focus has been strongly on educational jobs, most students going on to work as classroom assistants and in special schools, though in the case of special schools a PCSC student had recently been taken on in preference to an NNEB student because of wider experiences gained during the course.

30 The direct nature of the link between course, placement and destination that had previously been the case had been reinforced by the extended placement experience in only two types of placement during the two years. (Placements were operated on a one week in, one week out basis). It was accepted that this experience would have to be widened, however, in line with a broader course content that did not focus quite so heavily on the "normal" child.

iv. Pre-Health Service Course

31 This is a two-year full-time course designed to help students get the entry qualifications for nurse training, ie 5 'O' possibly 'A' levels for SRN training, at least 2 'O' levels for SEN training. Six 'O' levels were offered over the two years. Students with 3 or more 'O' levels on entry take at least one 'A' level, possibly two. Students who were thought unlikely to qualify for SEN training by the end of the two years were counselled to go to the Community Care Course.

32 There was considerable dove-tailing of teaching between all three caring courses which allowed students to take further qualifications (ie the PCSC, Community Care and this pre-Health Service Course). Relevant common subjects (English, Human Biology and Social Studies) were block time-tabled to allow students from the three courses to come together to take the subject at the level relevant for them. Subjects were offered at 'A', 'O' or some other level, for example English was offered as 'A' level Communications, 'O' level, and at Level 1 in the City and Guilds Communication Skills Certificate. Social Studies was offered at 'O' level, and a CSE Mode 3 Syllabus. As happened with the previous case-study college's mode 3 syllabus, the syllabus had been designed to cover relevant common course areas, and course work folders were used for both assessments.

CASE-STUDY C: SUBURBAN COLLEGE

33 The college whose courses are described in this case-study draws its students from the local town, having a suburban and rural catchment area. The caring courses featured here are the NNEB course and the Home Management and Family Care Course.

i. NNEB

34 Approximately 120 applicants compete for between 40 and 50 places on the college's two NNEB courses. No set qualifications are demanded, but applicants are expected to be of an 'O' level or CSE 1, 2 or 3 standard. The school's predictions of their academic

success are studied at interview. The college organises part of the interviewing procedure in a work placement. Applicants spend a morning in a placement where the supervisor assess their ability to relate to children. They stay for lunch, and write up an account of their morning, which is used to assess their level of English. In the afternoon the applicant has an informal interview with the head of the establishment, who assesses more general qualities of appearance and personality in addition to their attitude to children. Subsequent to the placement interview candidates attend the college in May for a second interview before finally being offered a place. Some are referred to other courses, possibly the HMFC course (also described here) or the neighbouring college's PCSC course. Girls with several 'O' levels may be recommended to take a full 'A' level course, as the tutor feels the NNEB qualification does not lead to a career for the academically able young person, particularly as 'A' levels become a common qualification for teaching and SRN nursing training.

35 For the vocational part of course content the social studies topics are serviced by General Education department staff, but particular topics (child abuse, cultural patterns of family life) are followed up by the Health and Development tutors, who all have qualifications and experience as Health Visitors. This background is believed by the course tutor to be essential, because of the emphasis on normal care and development in a Health visitor's training. Normal child development was covered in the first year, sickness and handicap in the second. The course tutor thought the vocational side of the curriculum was "rather crammed", and during the second year the staff had a full "conference week" in which vocational staff supplemented any weak spots they thought the syllabus had not dealt with adequately, such as working with the handicapped.

36 The course tutor's feeling about the changes in the curriculum was positive: she felt that most staff would benefit from some kind of in-service support in order to be able to teach to a curriculum framed in the form of objectives, but felt able to support them because of her own recent experience on a teacher training course. She believed an objective test paper would be a better test of students' abilities, and thought the present six hours of essay writing unsuitable for a "wide basic course" like the NNEB certificate.

37 The course tutor was in the process of interpreting the new regulations for placements, and had been initially concerned that the new distinction between training and experience placements would mean an alteration in their normal placement organisation. If "training" necessitated student supervision by a "trained" professional, then their placements offering work with 0 to 3 year olds in private families and with child-minders (suitable people were referred to the college by Health Visitors and the Social Services Department) would no longer count as part of the formally assessed training. The tutor had been reassured, however, that work with mothers in the community would still count as part of the training, and the intention was to increase placement work with the 0 to 3s, taking some of the time previously spent with 5 to 7s. The majority of placements were with 3 to 5 year olds, in nursery and infant schools, and children's centres. Overall placements were intended to mirror as wide a range of jobs as possible; and experience placements were to be offered in maternity units and work with handicapped children.*

ii. Home Management and Family Care with Preparation for Nursing

38 The HMFC course as offered by this college doubles up with the pre-nursing course. As well as studying for the HMFC certificate students can study for NAMCW General Part I in their first year, take a Red Cross Nursing Certificate, and take 'O' levels in Sociology, Food and Nutrition and Art and Design.

39 Though there was no official stipulation about entry qualifications, other than the statement that "Some GCE or CSE qualifications will be an advantage" the course tutor expressed some doubt about the ability of students with middle range CSEs to cope with

*This particular perception is thought by the NNEB to be inaccurate, and the result of the course tutor having seen the regulations without the opportunity (later provided) to have them explained at a regional meeting.

the course and the placements. Pressure of applications for places (approximately three times the number available) had increased as unemployment increased, and the course was now accepting students with 5 and 6 'O' levels.

40 The NAMCW Certificate was useful both for students wanting to work with children and, for those who passed at the appropriate levels as an additional 'O' level qualification for nursing. Special areas of relevance to nursing were incorporated into the syllabus developed for the HMFC course: for example, caring for special groups such as the handicapped, the elderly or dying, psychiatric treatment, etc. As well as household maths, specific numeracy options, such as drug calculations for nurses, were included. Human biology covered basic anatomy, and was related to movement therapy taught by the PE teacher. This seems a good example of how a caring course can achieve one form of integration by relating course elements while retaining wide vocational relevance.

41 Students took six placements during the course: the second year placements reflected their vocational choice and included a three week block. Some placements (private families, creches, nurseries) were sometimes those also used by the NNEB course. Others were more general: old people's homes, day care centres, home help service. Three week blocks in the second year covered residential types of care: in families, or children's homes, or psychiatric and mental handicap homes.

42 The core of the course remained the practical and theoretical cookery work, occupying half a day a week. In the second year students took a day release placement for a term with the school meals service.

43 Students' destinations were principally SEN training, some to SRN training. Opportunities as care assistants in old people's and residential homes, and as houseparents in children's homes were shrinking. These were all jobs that could provide day-release for further in-service qualification on CSS courses. Students obtaining posts with the National Children's homes could also be seconded for training. The biggest source of jobs, and one that was increasing, were posts with families as mother's helps. The course tutor's views about job prospects were pessimistic; she was unwilling to increase the intake because job opportunities, especially any offering a career structure, were not increasing. This college does not run a PCSC course, but it is clear that students from this course were considered for many of the same kinds of jobs as PCSC Certificate holders. The HMFC course however, was unrecognised by the Social Services department, and had no incremental value. The tutor felt that the course title did not accurately reflect the content and did not give employers an accurate idea of what students could do. Since the college was developed a course that (in a very rough sense) rolls a PCSC course, a pre-nursing course and a home economics certificate with a child care qualification into one, there was some justification for her remark.

CASE STUDY D: COUNTY COLLEGE

44 College D is a large all-through college (including a teacher training department) situated in a large county in southern England. Its catchment area extends over a radius of about forty miles, including rural and urban areas. The caring courses are all run within one department which offers five courses: the NNEB, PCSC and three pre-nursing courses.

i. NNEB

45 Three courses are run concurrently for a total of 45 students. There is considerable pressure on places (over 100 applications for the 45 places), and selection is made on the basis of an interview and an English test. The college leaflet states that, though there are no minimum entry requirements, it is desirable that students should possess three to five 'O' level subjects, including English language, and the course co-ordinator confirmed a four 'O' level norm for the course, though since the interviews are conducted before the exams, and the offer of a place is not dependent on them, that number of 'O' level passes is not insisted on every year. In certain cases the academic requirements are waived for special candidates, but there is no provision for taking 'O' levels during the course.

46 The curriculum is more or less equally divided between the vocational and general studies elements, the latter being serviced by other staff, and taught to NNEB students in their own groups, with subjects (eg art, music, and speech and drama) related to work with children where possible. Maths and numeracy work and some basic science are included in the course, though not formally specified in the syllabus. The college's own teacher education facilities have been used to provide in-service training to help staff learn how to adapt their teaching to an objectives curriculum. The range of placements covers mainly nursery classes, infant schools and a "very few" day nurseries, reflecting the county's type of provision. Block periods (three weeks at a time) were provided during the course to give some intensive experience.

ii. PCSC

47 Again, though no formal requirements are made, the course leaflet advises potential applicants that they "should possess at least two 'O' levels at Grade C, or the equivalent". Applicants below this level could be referred to the City and Guilds Community Care Course run by the next college, some 12 miles away. Twenty places were offered each year. The majority of applicants were interested in becoming care assistants, and this motivation was reflected in their reaction to a suggestion that the 'O' level psychology component offered should follow a "Psychology of the Child" syllabus.: they preferred to retain the focus on adults. 'O' levels were offered where appropriate by part-time day study with other students.

48 Placements were offered in the first year, in primary schools, nurseries and playgroups. In the second year the range was extended to include Community Homes, special schools, old people's homes, and establishments for the handicapped. Principal destinations for students were jobs as care assistants, though some went to "unrelated" jobs in areas such as distribution. The college had considered running two PCSC courses, but decided against it on the grounds of cuts in employment. They had planned to include a Home Management element in the curriculum and then considered running a Home Management and Family Care Certificate course, but there were no college resources for additional Home Economics staff; the result was that the college had no course suitable for middle range CSE applicants who wanted a caring course place.

ii. Pre-Nursing Courses

49 Four courses were offered suitable for the different entry levels to nursing: a Pre-Nursing Foundation Course for which "good CSE results" were necessary, offering 2 'O' levels (English and Human Biology) during the year and the possibility of then applying for SEN training, or a place on the second course. This was a one-year full-time course requiring two 'O' levels, including English (or CSE grade 1 passes) offering the additional 'O' levels necessary for entry to SRN training. A third course offering students the chance to enrol directly on to a two year 'O' level course was available.

50 Students also had the option, at the end of the second and third courses described above, of applying for the college's fourth course: a two-year full-time 'A' level pre-nursing course (entry qualifications: 4 'O' levels or CSE grade 1 equivalent, including English). The curriculum was divided into three and a half days a week on exam subjects, and one and a half days on college-devised pre-nursing studies. These included home nursing, nursing procedures, and social policy in the Health Services. Practical work on first aid and home nursing was done in college, and there were observation visits and day placements in psychiatric and mental handicap hospitals, in clinical, surgical, and orthopaedic departments, in physiotherapy and on maternity wards. Some of these placements were shared with NNEB and PCSC students (though not on the same day) and the students might be supervised by the same person.

Glossary

A Basis for Choice: The Mansell Report (FEU 1979). A report proposing a framework for Pre-Employment Courses from 16+, consisting of a common core and an orientation period, a broad vocational focus, some specific job skills and assessment and achievements laid out in the form of a profile. Now, the preferred based for 17+ examinations as suggested in the Consultative document "Examinations 16–18" 1980.

CCETSW: Central Council for Education and Training in Social Work. Validating body for social work qualifications.

CGLI: City and Guilds of London Institute.

CFE: Certificate in Further Education.

CSS: Certificate in Social Service. In-service qualification for those employed by local authorities, voluntary agencies and other employing agencies who are participants in the training scheme.

CQSW: Certificate of Qualification in Social Work. Full-time courses of professional social work qualification.

GNC: General Nursing Council for England and Wales, Statutory body responsible for nursing qualifications.

NAMCW: National Association for Maternal and Child Welfare. Validating body for the Basic and General.

NCHEE: National Council for Home Economics Education. Validating body for the Home Management and Family Care Certificate.

NNEB: National Nursery Examination Board. Validating body for the NNEB Certificate in Nursery Nursing.

Panel of Inquiry: "A Future for Nursing". Report of the Panel of Inquiry. Appointed by the NNEB. Pub. NNEB 1981.

PCRC: Preliminary Certificate in Residential Care. Precursor of PCSC.

PCSC: Preliminary Certificate in Social Care. Foundation course offering preliminary award in preparation for caring work.

RIPHH: Royal Institute of Public Health and Hygiene. Examination body validating range of certificates and diplomas, including Certificate in Community Care.

SEN: State Enrolled Nurse. Minimum age of entry to training is 19. No formal entry requirements laid down.

SRN: State Registered Nurse. Minimum age of entry to training is 18. Minimum requirement is 2 'O' levels (one of which should be English Language, Literature or History) or CSE Grade 1's.

Vocational Preparation: A term covering provision for young people in the 16–19 age group who are not selected for academic courses or traditional vocational/technical courses. It includes provision under YOP, UVP and full-time pre-employment courses. The Report "Vocational Preparation" (FEU 1981) offers a curriculum framework for programmes of vocational preparation that has as its main components: NEGOTIATION between provided and participants to agree a CONTRACT between the providing agencies and the young person. This results in a personal PROGRAMME of learning for each individual. Supported by COUNSELLING and GUIDANCE with assessments recorded as A PROFILE. The scheme or course combines the acquisition of BASIC SKILLS with work-based real or simulated EXPERIENCE.

WMAC: West Midlands Advisory Council for Further Education, Incorporating:

UEI: Union of Educational Institutions.

Printed in England for Her Majesty's Stationery Office by Hobbs the Printers of Southampton (1916) Dd8264761 C60 1/83 G3927

FEU Publications

Who cares? is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the Further Education service.

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Vocational preparation	January 1981
Curriculum control A review of major styles of curriculum design in FE	March 1981
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Copies of these documents (which are free of charge) are obtainable, while stocks last, from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ. Tel No 01-952-2366 Ext 503.

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